Common Standards

Turlock Unified School District Teacher Induction

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Advisory Council

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Turlock Unified School District's

Common Standards

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In order to access a webpage dedicated to TUSD Induction Accreditation, you must go to the following page: https://turlockusd-ca.schoolloop.com/accreditation

**This is not a public website, so you need this link in order to get to it.

Common Standards	Narrative Describing How Turlock Unified School District Meets the Standard— hyperlink to supporting documentation
Standard 1: Institutional Infrastructure to Support Educator Preparation	Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:
• The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	The vision of the Turlock Unified School District Induction Program is for every student to have a highly qualified teacher who is dedicated to life-long learning and committed to growing professionally, implementing strategically, reflecting continually, collaborating respectfully, and differentiating accordingly while establishing and providing a safe, inclusive, fair and equitable learning environment that will successfully prepare them for college and career. TUSD Induction will bridge classroom theory with job-embedded practice. With the support of the Superintendent and the TUSD Educational Services Team comprised of the Office of Assessment and Accountability, the Office of Curriculum and Instruction, the Office of Student Services, and the Office of Special Education, TUSD Induction will forge interdependently to leverage a comprehensive approach to teacher development. Although the TUSD Induction program will operate through the Curriculum and Instruction office, the TUSD Educational Services Team will share ultimate accountability to ensure successful implementation of the Induction program. Research indicates that teacher retention and effectiveness on student learning increases when participating in a comprehensive induction program. Additionally, because teacher attrition is lower, districts save money (Ingersoll and Strong, 2011; Wong, 2004; AASCU, 2006). Turlock Unified School District will establish a comprehensive new teacher induction program, utilizing an Individualized Learning Plan (ILP), which is grounded in the State Standards for Educator Preparation and the California Standards for the Teaching Profession. Induction candidates will earn their Professional Clear Credential(s) and will be life-long learners who thrive on working with diverse student populations. These professionals will possess flexibility, resiliency and will work collaboratively with their peers, colleagues, site administration, and district personnel. Moreover, grounded in research, the six TUSD district initiatives of increasing student achievement, employing best practices for effective instruction, incorporating and utilizing technology, ensuring student safety, and building college and career ready leaders will act as the foundation for the TUSD program. This will safeguard the quality and expectations of new teachers in the Turlock Unified School District in order to prepare students to be successful in college, career, and citizenship (DuFour, DuFour, Eaker & Many, 2010; Echevarria, Vogt, & Short, 2013; Barrett, Bradshaw, & Lewis-Palmer, 2008).

	TUSD Induction candidates will be action-oriented researchers who implement best instructional practices via a cycle of lesson planning, teaching, reflecting, and applying using the State Content Standards, including but not limited to, the Next Generation Science Standards, and the California English Language Development Standards thus creating healthy habits of mind.
• The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Candidates will actively collaborate in professional teacher organizations bringing and building shared knowledge. Teacher candidates will recognize the value of feedback by peers, instructional coaches, administrators, and instructors.
	Teachers will promote civility and communicate effectively to create an inclusive and inviting environment for students, families, peers, and community.
	Turlock Unified School District actively involves faculty, instructional personnel, and relevant stakeholders in the following manner:
	1. We have created an Induction Advisory Council to meet nearly monthly in order to review the TUSD Induction Program Standards and the program itself. The council is made up of the Coordinator of Professional Development and Induction, representatives from institutions of higher education (IHEs), site administrators, a district director, an assistant superintendent, elementary and secondary mentors /candidates, and a union representative.
	2. Instructional coaches who are currently mentors also have the opportunity to review the program and assist with design suggestions.
	3. Finally, the proposed program will be read by the superintendent to assure we are meeting the needs of all teachers in our district. The Office of Curriculum and Instruction will ensure the organization, coordination, and governance of the TUSD Induction Program by providing qualified faculty and instructional personnel who will successfully prepare the novice teacher for the twenty- first century classroom. The Induction Program Coordinator and the TUSD Induction Advisory Council will be responsible for the development, implementation, and evaluation of the TUSD Induction Program.
• The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units, and members of the broader educational community to improve educator preparation.	TUSD faculty and instructional personnel collaborate regularly and systematically with P-12 colleagues, college/university faculty, and the community through weekly PLC meetings and quarterly Solution Tree meetings in which site leadership teams are able to collaborate within and across sites as well as with members of the Solution Tree Training organization.
	The TUSD Induction Program will ensure an on-going scheduled time to meet at a minimum of once per month with Director, Induction Program Coordinator and mentors to ensure the consistency and fidelity of the program. In addition, mentors have also participated in on-going county induction trainings; whereby, there are opportunities to share and receive ideas for improvement.
	The K-12 Instructional Coaches/mentors often participate in the Stanislaus County Office of Education Coaches Network to hone their skills and

knowledge. This allows for networking, additional county-sponsored professional development opportunities, and trouble-shooting while maintaining confidentiality. In addition, the Coordinator of Professional Development and Induction and/or designee(s) will partner regularly through meetings and trainings with the Stanislaus County Office of Education and the North Valley Collaborative to ensure the successful implementation of CTC requirements, the Individualized Learning Plan, as well as to ensure networking and problem-solving.

Currently, all staff members of the induction program participate in collaborative teams or professional learning communities at either sites, district, and/or county levels, which can be seen on the Turlock Unified School District web site. Turlock Unified School District works directly with the CSU Stanislaus College of Education, Kinesiology, and Social Work to place student teachers with highly qualified classroom teachers who are committed to life-long learning and who have a strong skill set of best practices. These teachers support and train future induction candidates and are selected because they endeavor to impart a growth mindset along with specific research-based strategies identified by TUSD. The development of student teachers provides a natural pathway for future TUSD new teacher candidates in the Induction program that will continue to build on their repertoire of teaching through the ILP.

Turlock Unified also works with IHEs that sponsor intern programs. Although teacher intern candidates do not qualify for Induction, TUSD provides the necessary fiscal, material, and personnel resources to support teacher intern candidates who are enrolled in an accredited intern program. Interns are matched with a highly qualified mentor from the same content area and/or grade with whom they must meet weekly. The mentor is responsible for on-going support of the intern, including but not limited to observations, model lessons, reflective conversations, and lesson planning. The mentor must sign a form and keep in touch with professors from the CSUS Teacher Education department or from the other IHE Teacher Education departments. Interns are also invited to all professional development opportunities, including those professional development opportunities meant for the district's new teachers as well as being provided with their own professional development opportunities. With frequent feedback and reflective conversations, the intern is able to transition smoothly into Induction if they are hired by TUSD.

In addition, TUSD instructional personnel collaborate and partner with IHE's at myriad levels:
       TUSD Elementary schools partner with CSUS to fill volunteer support positions as well as to be mentors to our students.
       Along with that, our secondary schools place CSUS students with mentors through the Migrant Education Program.

In order to involve our local university, CSU Stanislaus and to tie Teacher Education directly to our district, the members of the Teacher Education department were invited to attend our initial trainings in Sheltered Instruction Observation Protocol (SIOP). These trainings helped affect change at the university. *TUSD now refers to SIOP and other noteworthy strategies as "best practices."

In addition to the above, CSUS also uses Turlock Unified School District sites to host some of their teacher training classes.

• The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Turlock Unified School District and the Office of the Superintendent have allocated funds in the **Local Control and Accountability Program (LCAP)** for the effective operation of the TUSD Induction Program. The Office of Fiscal Services and the Office of Business Services will ensure adequate funding for facilities, resources, and qualified personnel has been earmarked for the effective development of candidates. Currently, TUSD sends induction candidates to the county sponsored induction program and provides the necessary funding to pay for substitutes for the five full release days mandated by the county Induction program. In addition, it is standard practice of TUSD to provide two additional sub- release days to be utilized specifically for the opportunity to have candidates observe veteran teachers who exhibit effective best practices in the classroom, and also to collaborate with colleagues on induction work. These days are essential because they allow for meaningful discussion regarding best practices and work with peers alongside a mentor. Turlock Unified School District will continue to secure funding to effectively prepare new teachers to meet the state-adopted standards for educator preparation. Turlock Unified School District will fund the following related to the effective implementation of the Induction Program: - Induction Coordinator and Mentors - The instructional personnel and trainers - Professional Development - Clerical personnel - Facilities, materials, and professional books - Extra hours to plan events, trainings, and workshops - Instructional technology and an electronic database - Substitutes necessary for release days. The analysis of surveys, feedback forms, and written recommendations will be utilized to determine the resources needed for effective implementation of the TUSD Induction Program. The Induction Advisory Council will meet monthly to articulate and address on-going program/resource needs. Accelerating student achievement begins with highly qualified teachers. TUSD Induction is supported by the following: **The Educational Services Team:** The Office of the Superintendent and the Educational Services team work interdependently to support and provide the necessary resources for the successful implementation of the TUSD Induction Program. As of July 20, 2015, TUSD has had a District Coordinator to facilitate our participation in the Stanislaus County Induction Program in which our candidates and mentors are involved. Prior to July, the Director of Professional Development and English Learner Programs acted as the District Coordinator. The TUSD Induction Program will continue to operate out of the above office, now entitled the Office of Curriculum and Instruction. The Director of Curriculum and Instruction in conjunction with the Coordinator of Professional Development and Induction will oversee the budget and will communicate all expenditures to Fiscal Services and Business Services.

The TUSD Induction Coordinator will oversee the full implementation of the program. The Coordinator of Professional Development and Induction is trained in Cognitive Coaching, Adult learning Theory and Training, Sheltered Instruction Observation Protocol (SIOP), Explicit Direct Instruction, as well as the California Standards for the Teaching Profession. Instructional personnel involved in the professional development and support of new teacher candidates are committed to receiving on-going training through the district, the county, and/or state programs to ensure that all induction candidates receive the necessary assistance to meet or exceed the Commission on Teacher Credentialing requirements for the Professional Clear Credential.

Instructional Personnel

The TUSD Instructional Coaches are content-specific coaches assigned to a variety of school sites. Along with this support, they are also mentors at one or two of their school sites. In addition to the coaches, teachers on our various campuses serve as mentors. These teachers are chosen through an application process within the first 20 days of school. At that time, each candidate is paired with a mentor at the same school site which facilitates the scheduling of support and ease of accessibility. The mentor is the candidate's confidante and represents the field of education as a life-long learning experience. Instructional coaches who are mentors are highly trained and multi-dimensionally skilled to support the new teacher in the most effective teaching practices. Some of the training and skills they possess are:

- Cognitive Coaching
- Second Language Acquisition
- Eight Essentials of Effective Instruction
- CCSS, literacy across Content areas
- Academic Discourse
- Guided Language Acquisition Design (GLAD)
- The English Language Development Standards
- Professional Learning Communities
- Use of instructional technology

There are multiple facilities within the Turlock Unified School District that will be used to train new teacher candidates and their mentors. Primarily, the Professional Development Center (PDC) will function as the training facility. It is equipped with the technology and wireless service to accommodate new teacher professional learning opportunities. In addition, several school sites will also be accessible so that the ILP work can be captured and stored in an efficient web-based data source. Each teacher has an electronic device in the classroom, but along with this the PDC has a ChromeCart for teachers' use during our meetings. The TUSD District Office has a duplication department with the capability of printing all text materials and necessary handouts and forms.

• Unit leadership has the authority and institutional support required to address the needs of all educator preparation programs and	The Office of Curriculum and Instruction will be responsible for managing the human and fiscal resources needed to meet the requirements and goals of the TUSD Induction Program. The person given the authority and institutional support to create and utilize effective strategies and assignments for the successful implementation of the TUSD Induction

considers the interests of each program within the institution.	Program is the Coordinator of Professional Development and Induction. The coordinator is responsible for and has the authority to plan, organize, and report the needs and interests of the Induction Program to the Office of the Superintendent and the Office of Human Resources, along with site administration, instructional personnel, and supporting agencies. The program coordinator is also charged with budgetary responsibilities.
• Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence. • The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; (c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and (d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	The Turlock Unified School District is committed to hiring and retaining faculty members who support diversity and excellence. We are an equal opportunity employer. The district takes a proactive approach to recruitment by beginning in the fall of each school year. Human Resources representatives attend teacher recruitment fairs throughout the Central Valley in order to recruit teachers who are representative of the community we serve. Also, district school administrators and Human Resources reach out to our Hispanic-serving universities such as CSU Stanislaus in order to recruit diverse faculty. In order to employ diverse and excellent faculty mentors, the induction personnel will begin by making "recruiting" presentations at each district school, reviewing the requirements and what best makes a mentor. We will express the desire to have our mentors accurately reflect the community they serve. We will also explain the application process which includes getting two recommendations from administrators or one from an administrator and one from a colleague. Mentors will be supported and retained through mentor training and support days, and we will send out early mentor- candidate pairing and mid-term mentor evaluations, so we can know early on what support is necessary and whether or not mentors should be replaced. To that end, an end-of-year survey for candidates, mentors, and administration will aid our evaluation of mentors. TUSD works to support and retain our faculty through yearly trainings in best practices, yearly and on-going trainings in Next Generation Science Standards (NGSS), Common Core State Standards (CCSS), Engage new York Math, and Mathematics Vision Project (MVP). Along with consistent training, all faculty members are supported in the district with instructional coaches as well as Professional Learning Communities (PLCs). TUSD is not an institution of higher education; however, the TUSD faculty members are well-versed in their content area/grade levels and continue to enhance their knowledge and skills in the TK-12 Common Core State Standards, frameworks, and accountability systems. Our teachers undergo training each year to support them in understanding gender identity and diversity of cultures, language, and ability. Finally, all TUSD faculty members are trained in the eight essentials of effective instruction, and they remain well-versed in the best practices of the district.

• The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	The Office of Human Resources and the Office of Curriculum and Instruction will work together to identify new teachers eligible for induction. All new teachers complete an initial Induction Intake/Credential Evaluation form to indicate their status upon employment. Candidates who have obtained a Preliminary Multiple-Subject or Single-Subject credential are eligible for TUSD Induction. Thereafter, candidates receive a brochure and a welcome letter with initial information regarding induction orientation for new teachers.

In order to be recommended for the Professional Clear Credential(s), candidates must complete an Individualized Learning Plan (ILP), complete with many instances of the plan, teach, reflect, and apply cycle; reflection; self-evaluation; and evidence to support student growth and teacher growth and competence. The induction program coordinator and the mentors will guide, provide professional development, and assist candidates in the monitoring and effective completion of the ILP, including observations, as a prerequisite for the recommendation of a Professional Clear credential. Careful monitoring of progress throughout the year will ensure candidates meet the requirements for successful completion of the ILP.

In addition to this work, in order for the participating teacher to be recommended for the Professional Clear credential, the candidate will complete an exit interview with members of the advisory council. The Office of Curriculum and Instruction, working in conjunction with the Office of Human Resources, will ensure all candidates meet the legal and program requirements as stipulated in the following:
a. Candidate Agreement of Duties (MOU)
b. Completed ILP at the "Applying" level
c. Credential clearing interview with panel
d. Submission of required documentation for the Professional Clear Credential to the California Commission on Teacher Credentialing.
These teacher recommendations for the Professional Clear Credential will be forwarded to the California Commission on Teacher Credentialing and the candidate will be notified.

Should a candidate have an **unsatisfactory rating**, the induction coordinator may request or require the candidate to have a formal classroom observation with students. This observation would be with program coordinator and one or two members of the Induction Advisory Council. The observation may determine final recommendation for the Professional Clear Credential.

Reference: Education Code Sections 44259 (b) and 44283 (b) (8).

In order to ensure that candidates have met the requirements for a clear credential, the program coordinator will monitor the records of each candidate. At the end of year 2 (or year 1 for the ECO candidate), the coordinator will review records and prepare recommendations. The official recommendation to the CTC for a candidate's Professional Clear Credential will be made by the Director of the Curriculum and Instruction Office. Monitoring will take place in conjunction with the Stanislaus County Office of Education Credential Analysts.

Turlock Unified School District will maintain and retain the records of candidates in the TUSD Induction Program. In order to verify completion of induction, candidates may seek their records from the Coordinator of Professional Development and Induction; such records are both uploaded to a district server and kept in locked cabinets in the Office of Curriculum and |

	Instruction. For the same purpose, candidates have access to their records on a learning management system. All candidate records are maintained via paper copies in the Office of Curriculum and Instruction in locked files that are stored in the office of the Coordinator of Professional Development and Induction. Records will be kept securely in locked cabinets. Computerized records are kept on the district server, which is in a locked room without public access.
Standard 2: ***Candidate Recruitment and Support**	Candidates are recruited and supported in all educator preparation programs to ensure their success.
• The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Turlock Unified School District currently utilizes an Intake/Credential Evaluation sheet as the first step in determining whether or not a new teacher is a candidate for induction. After the information sheet is complete, the induction coordinator and a Human Resources technician verify credentials to be certain that only those with preliminary credentials will begin induction. Interns are provided with support from a mentor and from the district, but they are unable to go through induction.
• The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	The Human Resources staff and the Induction Program Coordinator collaborate in the recruitment, hiring, and program admission process. Along with the coordinator and the Human Resources staff, the Educational Services Department works to determine site and district needs for the upcoming school year. The district takes a proactive approach to recruitment by beginning in the fall of each school year. Human Resources representatives attend teacher recruitment fairs throughout the Central Valley in order to recruit teachers who are representative of the community we serve. Also, school administrators and Human Resources reach out to our Hispanic-serving universities such as CSU Stanislaus in order to recruit diverse candidates. All departments consistently encourage and support applicants from diverse backgrounds who have the appropriate pre-professional experiences. Through personal meetings at recruitment fairs, presentations to the teacher education classes at CSU Stanislaus, and Ed-Join, applicants are provided with district background information in order to help them understand the personal characteristics and sensitivity to diversity within the district and state.

	‒ Human Resources Technician/Induction Coordinator contacts candidates via mail or email:
	
	    ▪ "Welcome" message with reminder of upcoming New
	    ▪ Teacher Orientation and Induction Orientation dates
	    ▪ Monthly meeting information
	    ▪ Mentor and candidate match
	
	New teacher attends New Teacher Orientation and Induction Jump Start:
	    ▪ The Assistant Superintendent of Human Resources informs new teachers of their academic, professional, and personal responsibilities within TUSD. Academic requirements are defined as engagement in the district's induction program and completion of an Individualized Learning Plan in combination with district and site-based professional development that will move the candidate toward induction completion and toward growth in the California Standards for the Teaching Profession.
	    ▪ Technology Resources – A technology coach will provide information about the multiple resources available to teachers at the various sites, grade levels, and content areas. The coach will also discuss the on-going support that will be provided to all teachers, particularly new teachers.
	    ▪ Coordinator of Professional Development and Induction explains the Candidate Agreement for TUSD (Candidate MOU) and provides a timeline and schedule of events.
	
	    ▪ First Monthly Meeting – Program Leadership:
	    ▪ Highlights timelines, responsibilities
	    ▪ Explains technology component to assist each teacher with learning management platform, such as InductionSupport.com
	    ▪ Demonstrates reflective conversations
	    ▪ Drafts Induction Learning Plan (ILP)

Advice and Assistance – Ongoing Support for Mentors

- Induction Coordinator meets monthly with mentors and as needed to support them at all times.
    - Communicates by email more frequently
    - Mentor/candidate relationship
    - TUSD Induction website (created but not yet live)
        - Announcements
        - Resources/Support available
        - Mission/vision statements

- Advisory Council meets monthly to build and maintain the program by giving input on revisions, giving feedback, monitoring strength of program, and supporting exit interviews as well as end of school year electronic "Diary" reviews (ILP + Evidence).

Advice and Assistance – Ongoing Progress and Performance for Candidates

- Induction Eligibility/ Credential Evaluation is used to confirm all documents have been completed by the candidate as stated on the preliminary credential and therefore he/she qualifies for a Clear credential.

- At least once weekly interactions with mentor to review assignments, discuss issues, lesson plan, etc. Such interactions include paperwork, regular meetings, and the "just in time" support necessary to keep our best teachers in the profession. Mentors record these interactions on a log.

- Determination of candidate needs and research topic through ILP (Individualized Learning Plan), the focus for which is created through reflective conversations with the mentor, guiding questions and goals of administration, and the candidate's own goals for growth.

- Completed mentor logs to demonstrate both long-term support and immediate, acute support in response to a problem.

- Observations by the mentor are planned with post-conferences scheduled afterward in order to strengthen the candidate's professional practice.

- Content specific instructional coaches are available to candidates and teachers at all sites to provide support, model lessons, and assist when necessary.

- All candidates are part of Professional Learning Communities at their sites, which gives candidates support from their grade level/content area peers in data collection, classroom management, lesson planning, assessment, etc.

	- Professional development opportunities in curriculum, the eight essentials of effective instruction, NGSS, and all district initiatives. - End-of-program interview with Induction Coordinator and members of the Induction Advisory Council.
• Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	• See above information.
• Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	From the moment of hire, but at least within 120 days, candidates are given support to guide them through critical situations, such as parent phone calls/emails, IEPs, lack of materials, etc., as well as to help them meet the expectations of the Induction program, their school administration, and the district. This is provided in many ways: - Determination of candidate needs and research topic through ILP (Individualized Learning Plan), the focus for which is created through reflective conversations with the mentor, guiding questions and goals of administration, and the candidate's own goals for growth. - Winter Collaboration Day - Spring Collaboration Day - Completed Mentor Logs to demonstrate both long-term support and immediate, acute support in response to a problem. - Observations by the mentor are planned with post-conferences scheduled afterward in order to strengthen the candidate's professional practice. - Assistance can also be provided by the TUSD Instructional Coaches if the candidate's struggle falls within their purview. If candidates are not completing work in a timely manner, there are a few options: - Dedicate one day to program work with mentor. One day per year is budgeted for by the Induction Coordinator, but another will be provided if necessary. - Referral to the coordinator for a discussion and assistance with meeting requirements (this could mean time after school together or possibly a few extra release days to catch up). The extent of the assistance will depend upon the reason for being behind. - A discussion with the coordinator regarding the candidate-mentor relationship. It may be that a change needs to take place. In that case, a change will be made in a timely manner.
Standard 3: **Fieldwork and Clinical Practice**	The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards. The unit and all programs collaborate with their partners regarding the criteria and selection of clinical

	personal, site-based supervisors and school sites, as appropriate to the program.
	The district offers an Induction program based upon an Individualized Learning Plan. Candidate performance on this plan will be monitored using the Self- Assessment on Continuum of Teaching Practice and Conversation Guides to assist mentors. Using the Self- Assessment on Continuum of Teaching Practice and the Conversation Guides, trends relating to the operation of the education unit will be collected, analyzed, and shared with the Office of Curriculum and Instruction and Advisory Council. Feedback from these two groups will be critical to the continued improvement of the TUSD Induction Program.
• Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Turlock Unified School is a district of diverse students who have diverse needs. Therefore, candidates are trained in research-based best practices in order to learn differentiation strategies, how to write effective content and language objectives, and how to design lessons that incorporate reading, writing, listening, and speaking skills to engage all students and improve their learning. Candidates will also experience training by TUSD Student Services in regard to Positive Behavior Intervention Strategies (PBIS) and student equity, including the LGBTQ community. These along with induction meetings centering on brain development, ELs, classroom management, student engagement, and relationships, will create well-rounded teachers who have access to some of the best strategies that exist for our learners.
• Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential. The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	At the beginning of the second semester of each school year, the Coordinator of Professional Development and Induction makes a presentation at school sites to inform teachers about the needs and requirements for becoming an induction mentor to next year's candidates. During this presentation, the coordinator is explicit about what qualities make a strong mentor. When the application is presented, it is explained that a statement about why the teacher wants to become a mentor is required along with the names and phone numbers of three people the teacher has assisted, helped, or mentored in the last three years. All those interested in mentoring a new teacher are given a packet containing mentor responsibilities, an application, and two letters of recommendation. the application packets are then read and explained by the Coordinator of Professional Development and Induction and the Director of Curriculum and Instruction with a phone call made to at least one reference each. From that point, the best mentors are put aside and matched with incoming candidates at their sites. *Instructional coaches are also mentors at their sites. In order to ensure appropriate matches, those people who are chosen by the coordinator and director are placed on a list of potential mentors. Next, as we receive paperwork on candidates, mentors and candidates will be matched by school, grade, and/or subject area. When it is impossible to match them in that manner, we will match with another mentor who can provide that "just in time" support, while also arranging for someone in the grade/subject to also act as support for the teacher and to provide assistance with grade-level/subject matter questions. Additionally, all candidates have access to members of their Professional Learning Communities.

• Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated, and recognized in a systematic manner.	All mentors are trained in coaching conversations and providing support for new teachers. All mentors attend a training at the beginning of the school year in which they are taught and given the opportunity to practice several coaching conversations, conduct observations, and give feedback. These skills are practiced at mentor support days throughout the year.

To best assess mentor effectiveness, there will be a series of surveys. First, candidates will complete a survey prior to the end of the first semester to provide information as to the effectiveness of mentors and other instructional personnel. This is where they have an opportunity to describe their match with their mentor, and the following will occur:
If candidates and mentors are unable to work collaboratively, there is a process to follow to try to remedy the situation and/or change mentors.
oEither the mentor or the candidate should notify the Induction Coordinator.
oThe coordinator will meet with the candidate and/or with the mentor to discuss possible issues.
 • During the meeting, notes are taken, and the group will brainstorm ways to resolve the issues. Every attempt is made to correct the issues between the pair; however, if a change is necessary, it will be made by the Induction Coordinator in a timely manner.
 • Both the candidate and mentor sign the notes from the meeting and the notes are filed with the candidate's records in the Induction office.
oThe request for a change must be made by either the candidate or the mentor on the *Guidelines for Mentor and Candidate Reassignment* form.
oThis change will be made by assigning a support provider from another site or by requesting a teacher at the candidate's site to take on this role.

In order to help our candidates feel safe and comfortable with the process of evaluating their mentors, we will also offer questions regarding mentor-candidate pairings on the end-of-year survey. Additionally, in order to ensure more accurate answers, the TUSD Induction Program will send out a final survey/questionnaire at the start of completers third year with the district. This will allow us to get more accurate and honest information about mentors and about the program in general. Our end of the year questionnaire will be an assignment at finale.

Mentors who receive low feedback once will be counseled and set goals for improving as mentors. If they receive two sets of low feedback or struggle to get along with candidates, it will be necessary to release the mentor.

The end of the year Induction State Survey will be utilized by candidates to inform the induction program of overall mentor effectiveness. This data will be shared for acknowledgements and also to make adjustment to the instructional personnel including mentors, as well as to make adjustments to the instructional program.
Likewise, throughout the year, candidates and instructional personnel will have the opportunity to provide written evaluations and give feedback on professional learning opportunities. Evaluation of course trainings is a standard practice that will occur after each event. Evaluation and feedback will be collected, analyzed and shared to make necessary improvements. Furthermore, the program will ensure that the activities teachers are doing are having a positive impact on students by offering professional development on best practices, curriculum, classroom management, and the California Standards for the Teaching Profession. We will also be able to make determinations about candidates' success through the feedback they receive from their mentors and from informal assessments by administration. In order to ensure that our candidates' work is effective, they will participate in the ILP |

	process to help them value and analyze their own work. To enhance this, candidates will participate in a series of observations some by their mentors and some of other outstanding teachers recommended by their mentors. This will allow candidates to gather feedback from their mentors and program personnel, but also to see and study what practices help make other teachers successful.
• All programs effectively implement and evaluate fieldwork. • For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California's adopted content standards and frameworks, and the school reflects the diversity of California's student and the opportunity to work with the range of students identified in the program standards.	The ILP allows candidates to systematically and carefully examine their educational practice through a series of job-embedded experiences. The first assignment for the candidate deals with knowing themselves and setting goals for their students as well as for their professional growth through the creation of the actual Individualized Learning Plan. This occurs right at the beginning of the school year with the candidate, mentor, and with information/goals from the site administrator. This is the beginning of the action research that occurs in the candidate's classroom. Next comes knowing their teaching context through describing their class(es). The candidate, alongside the mentor, is taken through a series of activities that prompts the collection of information about their teaching community, specifically, students' backgrounds (i.e. culture, beliefs, and experiences). Thereafter, candidates will have the opportunity to consider the diversity of the classroom when planning lessons and delivering instruction. These experiences coupled with reflection are the key to growth. They allow candidates to learn more about themselves, their beliefs, and their personal challenges. Through reflection the candidates can thoughtfully examine what is happening in the classroom, the diverse needs of the students, and determine how their teaching practices affect student learning.
Standard 4: **Continuous Improvement**	The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.
• Both the <u>unit</u> and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Critical to the successful implementation of the TUSD Induction Program is the on-going, systemic assessment and evaluation of trainings, instructional personnel, and operational components. Stakeholders involved in the assessment and evaluation are participating teachers, mentors, site administration, and alumni of the program. Strategically occurring throughout the year, there will be meaningful opportunities to solicit input; thereby, providing the platform for participants vested in the induction process to contribute to the development and revisions of the program. **Beginning of the Year** (July - August): All Induction candidates will complete a Needs Assessment related to the CSTPs and from which site and district-level professional development will be created. **Mid-Year Collaboration**(December)**:** Under the direction of the Induction Coordinator, an evaluation form has been generated to ascertain the effectiveness of the TUSD Induction Program in meeting the needs of novice teachers. Pertinent stakeholders who will complete the survey are: site administrators, mentors, and candidates. The evaluation solicits information regarding the structural

design, the training of content, and the parameters given to accomplish the tasks. The results will be compiled, analyzed and shared with mentors/instructional personnel, the Office of Curriculum and Instruction, and the TUSD Induction Advisory Council to seek input and make necessary changes. See End-of-Year Survey forms on pages 51-59.

Induction State Survey:

The End-of-the-Year State Induction Survey is a mandatory activity completed online. There are three versions of the survey - one for the candidate, one for the mentor, and one for the administrator. The survey is designed to provide induction program instructional personnel with valuable feedback for ongoing program improvement in the subsequent year. The results will be shared with members of the Induction Advisory Council and the Office of Curriculum and Instruction, along with the TUSD Board of Trustees.

Upon state approval, the TUSD Induction Program will conduct yearly data collection as part of the state seven year cycle for Accreditation. In order to ensure the strongest possible program, TUSD will focus its data-gathering in a few areas*:

- Program Satisfaction
- Teacher Retention
- Job Satisfaction
- Teacher Learning
- Student Impact

*We will begin with Program Satisfaction and Teacher Retention and add new data each year.

Below is a summary of State-required activity:

Year One
- Collect Data
- Analyze Data
- Preconditions Review

Year Two
- Collect Data
- Analyze Data

Year Three
- Collect Data
- Analyze Data

Year Four
- Collect Data
- Analyze Data
- Preconditions Review

Year Five
- Collect Data
- Analyze Data
- Common Standards Review
- Program Review

Year Six
- Collect Data
- Analyze Data
- Site Visit

Year Seven
- Collect Data
- Analyze Data and Follow-up

• Both the <u>unit</u> and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Data is collected yearly and reviewed with mentors, the Superintendent, the Advisory Council, Educational Services, and the Board of Trustees in order to make necessary improvements in the program. Prior to being shared with these groups, the data is analyzed by the TUSD Induction Advisory Council, so we can determine where we are being successful and where we need to improve. Data will be collected from a variety of sources in order to assess the effectiveness of the program – feedback from event evaluations (candidate and mentor), yearly surveys, mentor-candidate pairing survey, site administration survey, and program completer survey. Some data will come from an end of the year meeting with the mentors in which we run EdCamp style discussions regarding important induction topics – PD, ILP evaluation, unit operations, and we will end with an anonymous survey. From there we can gather more data about program effectiveness.
• The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	An informal survey of Advisory Council members and mentors will afford TUSD more information on which to base improvement and development decisions. This will be in addition to the data collected from end-of-year candidate surveys and end-of-year mentor surveys. Also, at the end of each school year, we will ask school principals to complete a survey/questionnaire regarding how prepared the candidates were for their classrooms and the work to be done at the site.
Standard 5: **Program Impact**	The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted competency requirements as specified in the program standards.

• The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and on teaching and learning in schools that serve California's students.	The Educational Services Team is committed to providing ongoing professional learning opportunities in order to support and develop new teacher candidates into highly effective, reflective practitioners of their craft. Likewise, new teacher candidates in the TUSD Induction Program will receive quality support. Mentors and candidates meet on a regular basis and through observations and reflective feedback, data is recorded and discussed. Areas of strengths and concerns are addressed and next steps are considered for implementation within the classroom. Items are recorded and possible Individual Learning Plan revisions and adjustments are explored. Along with the ILP work, candidates are encouraged to use the 'Continuum of Teacher Practice' (CoP) in order to reflect. The candidate highlights the rubric description that they believe currently identifies their teaching practice. The mentor plays an important role in the process; taking on the role of asking clarifying questions and providing insight based on the evidence collected. The end result is a record of possible next steps to move their professional knowledge and practices forward. The site administrator is also an integral part of the teacher candidate's progress. Although strictly separate from induction activity; the site administrator's feedback from formal and informal classroom observations, based on the California Standards for the Teaching Profession, including the eight components of effective lesson delivery, provides another layer of evidence that can be utilized to shape the teacher candidate's next steps if the candidate chooses to use it.

New teacher candidates are also members of job-alike collaboration teams at their school sites. Based on the work of Richard and Rebecca DuFour and the Professional Learning Communities process, collaboration teams meet once a week to engage in inquiry-based action research. New teachers have an opportunity to learn from colleagues and reflect on their teaching practice as each team works interdependently on identified learning targets, administering common formative and summative assessments, and analyzing student generated outcomes in order to make instructional adjustments based on concrete data. This valuable ongoing experience will continue after the induction program has been completed, and because it demonstrates the plan-teach-reflect-apply model of teaching practiced throughout induction, the teachers will become reflective educators who push themselves to think about their lessons and what can be done more effectively next time. They will continuously set goals for growth. Together, all of these measures help to ensure that candidates have the knowledge and skills necessary to educate and effectively support all students in meeting state adopted academic standards.

Finally, end-of-year evaluations demonstrate that candidates are having a positive impact on teaching and learning in our schools. At the end of the two-year process, a final interview will take place in which the candidate answers questions and provides evidence to prove competence in meeting the program standards and the initiatives of our school district.

As previously mentioned, there will be a follow-up survey on the first day of the teacher's third year. This survey will give us a better opportunity to acquire truly accurate information and data regarding the program. A similar survey will follow two years later (on the start of the fifth year). Also, an important survey to take place is the survey of site administrators who have our candidates after they have become permanent employees.

Turlock Unified School District

IHE/Induction Bridging Document
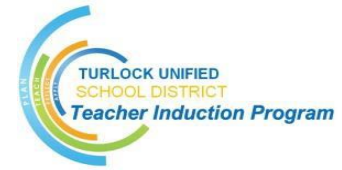
Candidate: _____ **Credential Received:** _____ **Mentor:** _____

University: _____ ☐ Multiple Subject   ☐ Single Subject in_____

☐ Education Specialist: _____

Step 1 Directions: Based on evidence gathered during your teacher preparation program, use the first column to describe your strengths and areas of challenge in relation to the following TPEs. **Step 2 Directions:** Work with your mentor to set goals based upon what you learned in your Teacher Ed courses and the CSTPs .

TPE Domain	(Theory) In my Teacher Education Courses, <u>I Learned</u>:	CA Standard for the Teaching Profession	(Practice) In my new position, I <u>Plan to:</u>
Making Subject Matter Comprehensible to students:	Strengths: Challenges:	CSTP3: Understanding and Organizing Subject Matter for Student Learning:	
Assessing Student Learning:	Strengths: Challenges:	CSTP 5: Assessing Students for Learning:	
Engaging and Supporting Students in Learning:	Strengths: Challenges:	CSTP 1: Engaging and Supporting All students in Learning:	
Planning Instruction and Designing Learning Experiences for All Students:	Strengths: Challenges:	CSTP 4: Planning Instruction and Designing Learning Experiences for All Students:	
Creating and Maintaining Effective Environments for Student Learning:	Strengths: Challenges:	CSTP2: Creating and Maintaining Effective Environments for Student Learning:	
Developing as a Professional Educator:	Strengths: Challenges:	CSTP6:Developing as a Professionals Educator	
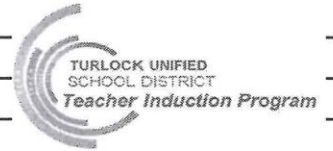
Professional Development Activity Roster

Title	**TUSD Induction Advisory Council**
Dates	**Tuesday, March 22, 2016**
Location	**Professional Development Center**
Strategic Plan Reference	**#1 We will ensure all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use assessment data in order to increase student achievement.**
Funding	**N/A**

TURLOCK UNIFIED SCHOOL DISTRICT
Teacher Induction Program

#	Name	Site	Signature
1	Crystal Villanueva	Cunningham	Crystal Vill
2	Maria Carillo Prasad	DMS	
3	Robert Ruiz	TJHS	Robert Ruiz
4	Margaret Osmer	Crowell	illness
5	Dr. Elmano Costa	CSU Stanislaus	interviews
6	Jason Maggard	DO	work
7	Danielle Azevedo	Walnut	Danielle Azilo
8	Sue Bonander	THS	Sue Bonander
9	Denise Duewell	DO	Denise Duewell
10	Kea Willett	DO	illness
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

choose civility

TU SD
Turlock Unified School District

Mentor Name	**Intern Name**	**Site**

Support for District Interns: Site Mentor (formerly Peer Coach) CONTRACT
<u>Roles and Responsibilities of the Mentors</u>

In general, the mentor will perform the following services:

- Meet and confer with the intern at least (1) hour per week
- Complete a monthly log of hours describing meetings/activities with intern & submit to Curriculum and Instruction Office by the 5th of each month.
- Observe the intern's class at least once per quarter
- Provide guidance, resources, emotional support and feedback on any aspect of the intern's performance
- Acquaint the intern with school and district staff, procedures, policies, informal norms and district/site expectations
- Provide guidance in discipline, classroom management, planning and scheduling
- Participate in site and/or district directed professional development activities
- Model effective teaching and consulting strategies
- Participate in grade level/subject collaboration meetings
- Act as a role model for the intern
- Share teaching strategies and materials; model effective use of Instructional Coaches
- Effectively use the California Standards for the Teaching Profession (CSTP) as a guide for self-assessment in order to become a more reflective practitioner
- Attend and observe IEP meetings when appropriate
- *Promote self-reflection and analysis*
- Attend monthly meeting with Coordinator of Professional Development & Induction
- Attend end-of-year meeting with intern to reflect upon the mentoring experience
- Maintain **confidentiality** between intern and peer coach

I agree to assume the roles and responsibilities of mentor for the intern identified above:

Mentor Signature   Date

Principal's Signature

Please fax (656-1643), email, or mail this signed agreement to the Office of Curriculum and Instruction. A Class VIII Stipend will be assigned to the Peer Coach upon receipt of this document.

Revised 7/14/16   *Office of Curriculum and Instruction*

North Valley Collaborative

Agenda

September 19, 2016

IHEs & Induction

Welcome and Introductions

- **Transition Plan (Elmano Costa)** — *Be sure to include N.V.C.*

- **TPSL Conversation (Christine Sisco)** *Temporary Permit for Statutory Leave*

- **(RFP) California Classified School Employee Credentialing Program (Christine)**

- **16-17 Topics & Facilitators (Barbi Severns)**
    - 11-28-16
        - Topic(s):
        - Facilitator
    - 1-30-17
        - Topic(s):
        - Facilitator
    - 3-20-17
        - Topic(s):
        - Facilitator
    - 5-8-17
        - Topic(s):
        - Facilitator

- **General Business**

- **Break**

- **Induction: Cluster 3**

Coordinator of Professional Development and Induction

Denise's Duties

1. **Research**, **design**, and **write** an Induction program for TUSD
   a. Induction criteria 157 pages
   b. Induction preconditions 66 pages
   c. Induction common standards 170 pages
   d. Induction program standards 172 pages
      *All of this includes designing the paperwork we will use for our program.

2. Monthly meetings I run
   a. TUSD Induction Advisory Council
   b. Induction mentor meetings
   c. Intern and Intern mentor meetings (with PD)

3. Meetings I attend and report for/to (including doing PD)
   a. Quarterly SCOE Induction Advisory Council meetings
   b. Quarterly North Valley Collaborative

4. Facilitate new teacher and mentor pairings including all SpEd intern pairings

5. Observe new teachers

6. Attend Induction meetings at SCOE every other month (or so)

7. Work with University and Ceres USD on Grant work tying Teacher Ed to Induction

8. SpringBoard**********

   Arranging PD when asked.*

9. Classes

Induction Support Provider's Meeting

Agenda

1. **Check-in:**
   a. **How is it going?**
      i. Partner Share A-B
   b. **Update on Induction visits by school:**
      i. Would like to schedule the rest through February and into March.
      ii. Discuss greatness and needs – excellent lessons (video, sentence frames, time-on-task)
         1. Shared content and language objectives
         2. Frequent and **higher order** CFU
            a. Speaking in complete sentences
         3. **Structured** interaction

   c. **Double check on SP Logs:**
      i. Please be sure you are meeting for your set hours each month

2. **Helping PTs stay on track:**
   a. Check in with them regularly
   b. Remind them of upcoming dates – drafting the IIP
   c. Schedule time for your PT to work on the e-FAB (Remember to keep Ann in the loop, as she checks to see whether or not subs are available & provides an SBA #).

      -SCOE eFAB open lab times: 3:30-5pm
      i. March –Tuesday the 22nd
      ii. April – Thursday the14th; Tuesday the 19th; Wednesday the 27th
      iii. May – Tuesday the 3rd; Tuesday the 10th; Wednesday the 18th

3. **TUSD Tentative Induction pacing guide**
   a. Things to look at – observations, SIOP training at site-level by coaches
   b. PD offerings

4. **Update TUSD Interns and Peer Coaches:**
   a. This program is moving along!

5. **For the Good of the Order – Reminders from SCOE and other reminders:**
   a. **eFAB Hints from the Field:**
      i. • Chrome is the best browser as it allows all buttons to display in LiveText, but Firefox will work as well.
      ii. • Explorer = EXPLODER!
      iii. •iPads can be a bit touchy in LiveText, so if you have the option to bring a laptop, we recommend it.
      iv. • When you "Save Changes" or "Save and Finish" make sure you see the screen flash or the work is NOT saved.
      v. • Remember that your PTs are highlighting COPS within their assignments in their accounts. However, SPs are providing us with data by quickly completing the *assessment rubric* in the SP account.

Turlock Unified School District
APPLICATION AND AGREEMENT
FOR USE OF FACILITIES
1574 E. Canal Drive; P.O. Box 819013 – Turlock, CA 95381
(209)667-0645 – FAX: (209)667-6520

Turlock Unified School District
Learning Today... Leading Tomorrow

School Requested: _Crowell Elementary School_   Location/Room #: _F 27_

Organization: _CSU, Stanislaus / MSCP_

Contact Person: _Dr. Christopher T. Vang_   Phone #: _209-667-3277_   Cell #: _559-960-3413_

Billing Address: _One University Circle_   City: _Turlock_   Zip: _95382_

E-mail Address: _ctvang@csustan.edu_   Receive correspondence & invoice via email? ☒Yes ☐No

Description of Activity: _Holding science classes at Crowell_   Expected Attendance: _25 per class_

List any special equipment needed: _Tables, chairs, desks, ELMO/Dic. cam, Projector_
(Please attach a detailed description and/or drawing)

Single Use
Date Requested: _____ Day of week: (circle)   M   T   W   Th   F   Sat   Sun

Access time: _____ Vacate time: _____ *Actual* event start time: _____ End time: _____

Recurring Use
Starting date: _8/20/2016_ Ending date: _12/20/2016_ Days of week: (circle) Ⓜ T Ⓦ Ⓣⓗ F Sat Sun

Access time: _8:00 AM_ Vacate time: _7:00 P.M_ *Actual* event start time: _10:00 AM_ End time: _7:00 P.M_

For additional dates, please attach separate sheet of paper.

Other Services Requested

Restrooms needed: ☒Yes ☐No   Food Services help needed: ☐Yes ☒No
(Additional charge)   (for all kitchen/food preparation)
     (Additional charge)

See Plan of Operation for details

Please be aware, there will be a 2 hour minimum charge for all rentals.

☐ There will be admission fees charged or monies collected for this event.

☐ Applicant has, or will receive for the activities listed, contributions, cash collections, registration fees, admission fees, tuition or any other receipts. These receipts shall be used for: _____

The undersigned agree that the rules, regulations, and insurance requirement will be complied with in full, as stated on page 2 of this form, or the agreement will be cancelled.

Dr. Christopher T. Vang, Professor   _[signature]_   _11/10/2015_
Authorized Representative's Printed Name/Title   Representative's Signature   Date

Margaret Osmer   _[signature] Margaret Osmer_   _11/16/15_
Site Administrator's Printed Name   Site Administrator's Signature   Date

Note: Approved application is to be available at time of use.

Page 1 of 2

Revised 10/2013

FEES*	FOR OFFICE USE ONLY		
Security Deposit: (due 2 weeks prior to use)	$200.00		
Facility fee: _____	(per hour) x _____	hours =	_____
Facility fee: _____	(per hour) x _____	hours =	_____
Restroom fee: _____	(per hour) x _____	hours =	_____
Food Svc fee: _____	(per hour) x _____	hours =	_____
Total fees: (due at least seven days prior to use)		$ _____	

*Fees are based on actual costs of custodial services, utilities and supplies, and administrative support.

Agreement/Declaration of Applicant

(Please initial on the line beside each statement to indicate your understanding of the requirement and willingness to comply.)

CTV In executing this agreement, Applicant certifies that he/she has been duly authorized by the organization to act on its behalf in making application for said facilities.

CTV The Applicant affirms that the facility will be used only as stated on page 1.

CTV Applicant's signature on this form indicates that, to the best of his/her knowledge, the school facilities shall not be used for the commission of any act intended to further any program or movement the purpose of which is to overthrow the Government of the United States by force, violence or other unlawful means.

CTV Applicant understands that school facilities or grounds shall not be used for any of the following activities:
1. Any use by an individual or group for the commission of any crime or any act prohibited by law.
2. Any use which is inconsistent with the use of the school facility for school purposes or which interferes with the regular conduct of school or school work
3. Any use which involves the possession, consumption, or sale of alcoholic beverages or any restricted substances, including tobacco use

CTV Applicant understands that the school education program shall have priority use of all school district facilities. It is recognized that there may be situations when the request for facilities will need to be rescinded due to an unforeseen school event. The District will make every effort to communicate this change in a reasonable timely manner.

CTV **HOLD HARMLESS & INDEMNIFICATION AGREEMENT:** I certify that I represent the above organization, and that the sponsoring organization, individual members of the sponsoring organization, and any and all participants and attendees for themselves, their spouse, heirs, administrators, executors and assignees, releases and shall hold harmless the Governing Board, District and its officers and employees from any claim or demand, including those based on the negligence of the Governing Board, District, and its officers and employees, arising from participation or attendance at this activity or function held on District property. Organizations as defined in Education Code Section 38134 (a) are subject to the provisions of Education Code Section 38134 (i).

CTV The Applicant will provide proof of insurance for personal liability and property damage in the amount of at least $1 million for each occurrence and $3 million aggregate. The Applicant will list the District as an additional insured. (Due at least two weeks prior to use.)

CTV The Applicant understands that the area is to be cleaned up and left in good condition, or extra fees may be charged.

CTV The Applicant understands that groups, organization, or persons using school facilities or grounds shall be liable for any property damages caused by the activity. *The Applicant understands that vehicles are not permitted on fields or tracks.* The organization may be charged the amount necessary to repair the damages and may deny the group further use of school facilities or grounds. The security deposit will be applied toward the charges.

CTV The Applicant understands that a security deposit of $200.00 is due two weeks prior to use. The total fee is due to Turlock Unified School District at least seven days prior to use. The security deposit is refundable if facility and equipment is left in proper condition.

CTV Any changes to the date or extension of time may result in a recalculation of fees.

CTV A facilities use fee of 2 hours will be charged if this event is cancelled by the Applicant less than 72 hours before the starting time.

CTV Any conditions of use, exceptions, or special circumstances are listed and accepted: _____

FOR DISTRICT OFFICE USE ONLY

Application Received: _____ Date: _____

Security Deposit Received: _____ Date: _____ Check #_____ /Cash _____

Proof of Insurance Received: _____ Date: _____

Fee Received: _____ Date: _____ Check #_____ /Cash _____

Application Approved: _____ Date: _____

Application Denied: _____ Date: _____

PLAN OF OPERATION

SCIENCE AND HEALTH METHODOLOGY CLASSES AT CROWELL ELEMENTARY SCHOOL

A. Tentative Class Schedules:

Starting fall semester 2016, the following classes will be held at Crowell Elementary School:

For Fall Semester 2016 and every fall semester after, the class schedules are:

MONDAYS:	**10:00 AM – 1:30 PM in room F27**
WEDNESDAYS:	**3:30 PM – 7:00 PM in room F27**
THURSDAYS:	**3:30 PM – 7:00 PM in room F27**

For Spring Semester 2017 and every spring semester after, the class schedules are:

MONDAYS	**10:00 AM – 1:30 PM in room F27**
WEDNESDAYS	**3:30 PM – 7:00 PM in room F27**

B. Tentative Student Engagement in Science:

For MONDAY CLASS, college students will work with Crowell students from 10:00 to 10:30 in the cafeteria and room F27 before class. The class will start at 11:00 AM to 1:30 PM.

For WEDNESDAY and THURSDAY CLASSES, college students will work with Crowell students from 3:30 PM to 4:00 PM in the cafeteria and room F27 before class. The class will start at 4:20 PM – 7:00 PM.

C. Class enrollment number:

Each class will have at least 25 students.

D. Class meeting dates:

All class meetings for each semester will be scheduled in accordance with Crowell Elementary School's academic year schedule and the university's academic year schedule.

Professional Development Activity Roster

Title	SIOP - 3 Day Institute
Dates	August 9,10,11,2010
Time	8:15-3:15PM (45 min. lunch on you own)
Location	Dutcher Middle School Rooms: 36
Funding	District Title I Prof. Dev. & ARRA SBA# 54041
Strategic Plan Reference	**#1:** *We will ensure that all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use data in order to increase student achievement.*
Materials	Everyone should bring: <u>SIOP Making Content Comprehensible, 3rd</u>

#	Participant	Site	Content Area
1	Edward Mann	Brown	5th
2	Phil Paslay	Brown	4th
3	Carmen Sims	Crowell	K
4	Patty Frahm	Crowell	K
5	Alejandro Azevedo	Cunningham	K
6	Elizabeth Bergman	Cunningham	4th
7	Wendy Payne	Julien	6th GATE
8	Meg Eshom	Julien	Resource
9	Diane Woods	Julien	
10	Heather Davis	Julien	
11	Lilly Barron	Osborn	4th
12	Robert Lopez	Osborn	4th
13	Stephanie Dimotakis	Osborn	3rd
14	Adriana Ramirez	Osborn	K
15	Luisa Salinas	Wakefield	Administrator
16	Aaron Mello	Wakefield	Administrator
17	Stella Estrada	Wakefield	5th
18	Holly Doucette	Wakefield	2nd
19	Sonia Rosales	Wakefield	
20	Katherine Thomas	Walnut	3rd
21	Mary Jo Lee	Walnut	5th
22	Celia Montes	Walnut	K
23	Elizabeth Ladine	DO	Psychologist
24	Tessa Doty	DO	Psychologist
25	Rebecca Luis	DO	Psychologist
26	Micaela Gomez	DO	Psychologist
27	Gil Ogden	DO	Administrator
28	Lacrisha Ferreira	DO	Administrator
29	Lisa Tiwater	SCOE	Administrator

30	Dede Baker	SCOE	Administrator
31	Donna Andrews	CSUS	Guest
32	Mike Uretsky	CSUS	Guest

Professional Development Activity Roster

Title	SIOP - 3 Day Institute
Dates	**August 9,10,11,2010**
Time	**8:15-3:15PM (45 min. lunch on you own)**
Location	**Dutcher Middle School Rooms: 41**
Funding	**District Title I Prof. Dev. & ARRA SBA# 54041**
Strategic Plan Reference	**#1:** *We will ensure that all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use data in order to increase student achievement.*
Materials	**Everyone should bring: <u>SIOP Making Content Comprehensible, 3rd Edition</u>**

#	Participant	Site	Content Area	
1	Robert Lanz	PHS	Administrator	
2	Gary Austin	PHS	Math	
3	Jeff Hayes	PHS	Soc Studies	
4	Renate Staley	PHS	Math	
5	Shelly Brown	PHS	SDC-LH	
6	David Jack	PHS	AP English	
7	Bill Avey	PHS	English	
8	Stephen Montgomery	PHS	Soc Studies	
9	Tony Lynch	PHS	Math	
10	Katrina Silva	PHS	English	
11	Adam Vasconcellos	PHS	Math	**Cancelled 8/6**
12	Julie McBay	PHS	Fine Arts	
13	Clarissa Long	PHS	Foreign Language	
14	Amber Hartley	PHS	ROP-Per. Arts	
15	Anna Eshoo	PHS	Business	
16	Annette Preston	RHS		
17	Alice Pollard	TAS	Administrator	
18	Amos Reyes	TAS	Criminal Justice	
19	Greg Smith	THS	English	
20	Heather Morganson	THS	English	
21	Laura Mann	THS	ELD	
22	Mary Asgill	THS	English	
23	Rich Kilgallen	THS	Science	
24	Tere Railey	THS	Reading	
25	Kathy Leighton	THS	Speech Pathologist	

26	Mark delaMotte	THS	Soc Studies
27	David Hoobyar	THS	Foreign Language
28	Eugene Miller	TJHS	Math
29	Joan Van de Pol	TJHS	Science
30	Tim Norton	TJHS	Administrator
31	Robert Thomas	TJHS	LA

GOAL:	1. **Provide a guaranteed and viable curriculum using effective instructional practices and a multi-tiered system of supports, from highly qualified teachers who have the necessary resources to implement CCSS successfully.**	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 4 5 6 7 _X_ 8 __ COE only: 9 10 __ Local: Local Educational Agency Plan; TUSD Strategic Plan; TUSD Technology Plan
Identified Need:	➢ Site equity in instructional minutes ➢ Reduced course conflicts in Master Schedules ➢ Implementation of Best Practices on a daily basis ➢ Increased opportunities, including transportation, to engage in programs that provide enrichment & college-readiness (AP, STEM, Immersion, GATE, etc) *(community input)* ➢ Timely PD & collaboration time to review student achievement data & develop rigorous lessons aligned to CCSS ➢ Increased access to Technology for students & staff ➢ CCSS-aligned instructional materials ➢ Increased math & technology support for students during & outside the regular school day *(community input)* ➢ Staff input for relevant & timely professional development	

Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	✓ Appropriate assignment of 100% staff ✓ Instructional materials provided to 100% students ✓ Instructional Strolls focused on *TUSD's 8 Essentials of Instruction* to increase by 10% at site & district level, including a 5% & above increase in those averaging DEVELOPING ✓ PD made available to all staff ✓ All courses & programs accessible to students ✓ Consistent reviews, pilots, & adoptions: ELA (2017); ELD (2016); Science, Social Studies (2017+); Math reviewed in 2014 ✓ All classrooms equipped with a minimum of a teacher work station, projector, & document camera ✓ All sites equipped with the necessary technology for successful SBAC completion annually *(See Attached Addendum of related data)	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
• Attract & retain highly qualified & professional staff members: ✓ TUSD Teacher Induction Program, including coordinator, clerical, & SCOE registration fees; including administration. ($467,000) ✓ Early recruitment of staff, utilizing local educator fairs. ✓ PAR (Peer Assistance Review) ($50,000)	District-wide TK-12	_X_ALL -- OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups: _____	**$467,000** *Title II* **$50,000** *Supplemental/ Concentrated: District*
• Maintain & expand a TUSD Multi-Tiered System of Supports (MTSS, formerly RTI) focused on inclusion, rotation, or both, in ELA/ELD & mathematics to meet the needs of every student: ✓ District Online Math Programs ($250,000) ✓ Site Math Intervention ($108,000) TJHS-.33; DMS-.33; THS-.40; PHS-.40 FTE increase ✓ School-Hour Interventions: PHS's embedded intervention program--$30,000 (software, PD, collaboration, Chromebook Cart)	District-wide TK-12 DMS, TJHS, PHS, THS PHS	_X_ALL -- OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups: _____	**$388,000** *Supplemental/ Concentrated: District*
• Provide EL students with appropriate, standards-based English Language Development instruction until re-designation (daily inclusion ELD instruction): ✓ District 3 ELD Instructional Coaches ($335,000), Director of Curriculum & Instruction ($162,000), & Coordinator of ELs ($106,500). ✓ THS Newcomer ELD Academy & PHS EL Support Periods ($73,700): THS-.60; PHS-.40 FTE increase ✓ SDAIE College-Prep Courses, with ELs strategically grouped (no cost)	District-wide TK-12 PHS, THS 7-12	_ALL -- OR: _Low Income pupils _X_English Learners _Foster Youth _X_Redesignated fluent English proficient _Other Subgroups: _____	**$335,000** *Title III* **$180,200** *Supplemental/ Concentrated: District* **$162,000** *Base: District*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Support expansion of Dual Immersion & middle school model at Dutcher Middle School:
 	
  ✓ Campus Supervisor Coordinator
  ✓ Health Technician
  ✓ Dean of Student Position
	DMS	_X_ALL
		- - - - - - - - - - - - - - - - -
		OR:
		_Low Income pupils English Learners
		_Foster Youth Redesignated fluent English proficient
		_Other Subgroups: _____
			$193,600
			Supplemental/
			Concentrated:
			District

• Provide additional 1.0 FTE for PE Teacher at DMS to support physical education program & accommodate visual/performing arts' focus.	DMS	_X_ALL - - - - - - - - - - - - - - - - - OR: _Low Income pupils English Learners _Foster Youth Redesignated fluent English proficient _Other Subgroups: _____	**$73,700** *Base: District*

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	✓ Appropriate assignment of 100% staff ✓ Instructional materials provided to 100% students ✓ Instructional Strolls focused on *TUSD's 8 Essentials of Instruction* to increase by 10% at site & district level, including a 5% & above increase in those averaging DEVELOPING ✓ PD made available to all staff ✓ All courses & programs accessible to students ✓ Consistent reviews, pilots, & adoptions following timeline: ELA (2017); ELD (2016); Math (2014); Science, Social Studies (2017+) ✓ All classrooms equipped with a minimum of a teacher work station, projector, & document camera ✓ All sites equipped with the necessary technology for successful SBAC completion annually *(See Attached Addendum of related data)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Attract & retain highly qualified & professional staff members:
 	
  ✓ TUSD Teacher Induction Program, including coordinator, clerical, & SCOE registration fees; including administration. ($467,000)
  ✓ Early recruitment of staff, utilizing local educator fairs.
  ✓ PAR (Peer Assistance Review) ($50,000)
	District-wide TK-12	_X_ALL
		- - - - - - - - - - - - - - - - -
		OR:
		_Low Income pupils English Learners
		_Foster Youth Redesignated fluent English proficient
		_Other Subgroups: _____
			$467,000
			Title II
			
			$50,000
			Supplemental/
			Concentrated:
			District

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	✓ Appropriate assignment of 100% staff ✓ Instructional materials provided to 100% students ✓ Instructional Strolls focused on *TUSD's 8 Essentials of Instruction* to increase by 10% at site & district level, including a 5% & above increase in those averaging DEVELOPING ✓ PD made available to all staff ✓ All courses & programs accessible to students ✓ Consistent reviews, pilots, & adoptions following timeline: ELA (2017); ELD (2016); Math (2014); Science, Social Studies (2017+) ✓ All classrooms equipped with a minimum of a teacher work station, projector, & document camera ✓ All sites equipped with the necessary technology for successful SBAC completion annually *(See Attached Addendum of related data)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

• Attract & retain highly qualified & professional staff members:
 	
   ✓ TUSD Teacher Induction Program, including coordinator, clerical, & SCOE registration fees; including administration. ($467,000)
   ✓ Early recruitment of staff, utilizing local educator fairs
   ✓ PAR (Peer Assistance Review) ($50,000)
	District-wide
	TK-12
		_X_ ALL
		-- 	
		OR:
		_Low Income pupils English Learners
		_Foster Youth Redesignated fluent English proficient
		_Other Subgroups: _____
			$467,000
			Title II
			
			$50,000
			Supplemental/ Concentrated: District

• Maintain & expand a TUSD Multi-Tiered System of Supports focused on inclusion, rotation, or both, in ELA/ELD & mathematics to meet the needs of every student:
 	
   ✓ District Online Math Programs ($250,000)
   ✓ Site Math Intervention ($108,000) TJHS-.33; DMS-.33; THS-.40; PHS-.40 FTE increase
   ✓ School-Hour Interventions: PHS's embedded intervention program--$30,000 (software, PD, collaboration, Chromebook Cart)
	District-wide
	TK-12
	
	DMS, TJHS, PHS, THS
	
	PHS
		_X_ ALL
		-- 	
		OR:
		_Low Income pupils English Learners
		_Foster Youth Redesignated fluent English proficient
		_Other Subgroups: _____
			$388,000
			Supplemental/ Concentrated: District

SP IDEA WORKSHEET

Name: _____

Please answer the questions with as much detail as possible. You are the ones who can truly make this program GREAT!

1. The new State Program Standards require that an institution implements a "robust mentoring system." What do you consider a "robust mentoring system"?

2. There are many different ways to run these programs, but one idea I am considering is monthly meetings after school (coaches get paid). In your opinion, will this be successful? Why or Why not?

    What is a potentially more successful manner in which to implement the program? What makes you think it will be more successful?

3. On the back, you will find a sample SP MOU. What jobs would you like to see added to or taken away from this MOU?

4. Please list the qualities you consider to be most important for all SPs.

5. I would like us to review eFACT (like the eFAB)binders twice per year (December and May). Please give me your opinion. My reasoning is that we must have many checks and balances in place to ensure we can determine candidate competence. Do you have ideas that would be more productive?

6. Please tell me anything else you would like me to know or other ideas you have. I will be happy to meet with you to discuss your comments/concerns.

Credential Clearing Interview Information Sheet

April_____, 2016

Dear Candidate:

You have worked hard during your time in Induction. In order to recommend you for a Clear credential, members of the TUSD Induction Advisory Council will need to interview you. The purpose of this interview is to demonstrate teacher competence and growth throughout the time spent in the program. The possible topics for the interview are as follows:

- **Describe a standards-based lesson you have taught.**
- Explain how you structure learning opportunities and support that make the curriculum engaging, comprehensible, and challenging for English Learners.
- Explain how you structure learning opportunities and support that make the curriculum engaging, comprehensible, and challenging for your special population students
- The implementation of Positive Behavior Intervention and Supports is one of our District Initiatives. Explain how you incorporate this into your classroom.
- Describe an area in which you have grown over the last two years. What has helped you to grow and strengthen your skills in this area?
- Teachers are always learning and developing their craft. Describe a goal you have for your classroom/teaching.

Interviews will take place on _____, May ___, 2016 and an individual appointment time between 4p.m. and 7p.m. will made via telephone. Each interview will be approximately 20 minutes, and you may feel free to bring student work samples to support your answers. Every candidate will address pedagogy by sharing a lesson while including information about your school, student demographics, content area, etc. In addition, the panel will choose two more questions for you to address. These questions will involve providing Universal Access to all students and/or developing as a professional. Before leaving the district office, you will meet with the Induction Coordinator to confirm any documentation needed to complete the program requirements. Also, you will be asked to self-address an envelope so that when your Verification of Completion form is sent to Human Resources, you will also be sent a copy.

In the event that the members of the interview team do not reach a unanimous vote or your response does not meet program standards, you will be asked to return for a second interview before the entire Induction Advisory Council. Those dates and times will be arranged as needed.

If you have questions, please feel free to call me at 667-2407.

Sincerely,

Denise Duewell

Coordinator of Professional Development & Induction
Turlock Unified School District

Topic 1: Describe a standards-based lesson you taught.

Explain the instructional sequence you followed.

What other lessons led up to this lesson and what lessons followed?

What differentiation strategies were used to meet the needs of all students?

How was technology incorporated to enhance student understanding?

How was student learning assessed?

How did the assessment inform your next steps?

Required Evidence: Lesson Plan

Explanation of standard(s) addressed

Instructional Sequence

Objectives

Formal and/or Informal Assessment(s)

Evidence of Differentiation

Instructional Materials used by teacher

Instructional Materials provided to students

Evidence of application of material from relevant professional development trainings

Possible Additional Evidence:

Case Study

Work Samples

Topic 1: Describe a standards-based lesson you taught.

Rubric:

1	2	3	4
Instructional goals and objectives are not stated.	Instructional goals and objectives are stated but are not easy to understand.	Instructional goals and objectives are stated.	Instructional goals and objectives are clearly stated.
Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Learners are given some information regarding what they should know and be able to do as a result of learning and instruction.	Learners can determine what they should know and be able to do as a result of learning and instruction	Learners have a clear understanding of what they should know and be able to do as a result of learning and instruction.
Teacher is unable to articulate the following lesson components: content standard(s), lesson outcomes, prior knowledge, opening, direct instruction, guided practice, check for understanding, independent practice, assessment and closure.	Teacher will be able to articulate some of the following lesson components: content standard(s), lesson outcomes, prior knowledge, opening, direct instruction, guided practice, check for understanding, independent practice, assessment and closure.	Teacher will be able to articulate the following lesson components: content standard(s), lesson outcomes, prior knowledge, opening, direct instruction, guided practice, check for understanding, independent practice, assessment and closure.	Teacher will be able to articulate the following lesson components: content standard(s), lesson outcomes, prior knowledge, opening, direct instruction, guided practice, check for understanding, independent practice, assessment and closure
Lesson does not build upon prior knowledge or utilize strategies and resources appropriate to learning objectives. Instructional strategies are missing or strategies used are inappropriate	Lesson refers to prior knowledge, but does not build upon it. Lesson utilizes some strategies and resources provided in the adopted curriculum. Some instructional strategies are appropriate for learning objectives.	Lesson builds upon prior knowledge and utilizes strategies and resources appropriate to learning objectives. Most strategies are based on a combination of practical experience, theory, research and documented best practice. Strategies, visuals and resources are selected with consideration of students' academic, linguistic and cultural needs.	Instructional strategies build upon prior knowledge, and are appropriate for learning objectives. All strategies are based on a combination of practical experience, theory, research and documented best practice; all visuals and resources are selected with consideration of students' academic, linguistic and cultural needs. A variety of strategies is used to differentiate instruction, build on strengths and ensure the engagement of diverse learners
Selection and application of technologies is inappropriate (or non-existent) for learning environment and outcomes.	Selection and application of technologies is somewhat appropriate for learning environment and outcomes. Technologies applied do not affect learning.	Selection and application of technologies is appropriate for learning environment and outcomes. The applied technologies enhance learning.	Selection and application of technologies is appropriate for learning environment and outcomes. All technologies used enhance learning.
Method for assessing student learning and evaluating instruction is missing.	Method for assessing student learning and evaluating instruction is vaguely stated. Assessment is teacher dependent.	A method for assessing student learning and evaluating instruction is present and can be used for teacher, peer, and/or self-evaluation.	A method for assessing student learning and evaluating instruction is clearly delineate and can be readily used for teacher, peer, and/or self-evaluation

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Topic 2: How do you create and maintain an equitable learning community in your classroom?

Possible Evidence:
Flexible Grouping Tool
Student Case Study
Seating Chart
Classroom Observations
Conditions that Promote Equity Tool
Collaborative Assessment Log
Evidence of application of material from relevant professional development trainings
Videotape of Teaching

Rubric:

1	2	3	4
Teacher does not design or implement an equitable and inclusive learning environment.	Teacher attempts to support students in an equitable and inclusive learning environment.	Teacher protects and supports students by designing and implementing an equitable and inclusive learning environment.	Teacher protects and supports ALL students by designing and implementing an equitable and inclusive learning environment.
Teacher is unaware of the diverse cultural and language backgrounds represented among his/her students.	Teacher provides some evidence and/or articulates that he/she: Is aware of some of the diverse cultural and language backgrounds represented among his/her students	Teacher provides clear evidence and/or articulates that he/she: Is aware of the diverse cultural and language backgrounds represented among his/her students	Teacher provides clear evidence and/or articulates that he/she: Has a deep understanding of and insight into the diverse cultural and language backgrounds represented among his/her students
Teacher does not create opportunities for students to present their own histories and experiences related to an academic topic.	Occasionally allows students to present their own histories and experiences related to an academic topic	Creates opportunities for students to present their own histories and experiences related to an academic topic	Creates many opportunities for students to present their own histories and experiences related to an academic topic
Teacher does not have evidence of any lessons that specifically connect to and reflect students' background experiences.	Teaches a few lessons that specifically connect to and reflect students' background experiences	Teaches lessons that specifically connect to and reflect students' background experiences	Teaches lessons and designs units that specifically connect to and reflect students' background experiences
Teacher cannot articulate or show evidence of lessons that support student engagement by using clear directions and checking for student	Provides directions for students	Provides clear directions for all students to support engagement and checks for student understanding	Provides clear directions for all students to support engagement and checks for student understanding
Teacher cannot articulate or show evidence of resources utilized to collaborate and communicate with students and families so that learners have equitable access to state-adopted academic contents standards.	May attempt to collaborate and communicate with students and families so that learners have equitable access to state-adopted academic contents standards	Uses a variety of resources to collaborate and communicate with students and families so that learners have equitable access to state-adopted academic contents standards	Uses an extensive repertoire of strategies and resources to collaborate and communicate with students and families so that all learners have equitable access to state-adopted academic contents standards

Topic 3: How do I structure learning opportunities and support that make the curriculum engaging and comprehensible, yet challenging for my English Learners?

Possible Evidence:
> English Language Learner Student Case Study
> Classroom Observations
> Collaborative Assessment Log
> Conditions that Promote Language Learning Tool
> Lesson Plans that include differentiation through SDAIE strategies
> Analysis of Student Work
> Analysis of Case Study Student Work
> Flexible Grouping Tool
> Evidence of application of material from relevant professional development trainings

Rubric:

1	2	3	4
Teacher does not consider legal and ethical obligations for teaching English Learners when designing curriculum.	Teacher provides inadequate evidence or is unable to articulate that he/she: Adheres to legal and ethical obligations for teaching English Learners when designing curriculum	Teacher provides clear evidence and/or articulates that he/she: Adheres to legal and ethical obligations for teaching English Learners when designing curriculum	Teacher provides clear evidence of outstanding practice and/or articulates that he/she: Adheres to all legal and ethical obligations for teaching EL
Teacher does not implement district policies regarding primary language support services for students.	Implements district policies regarding primary language support services for students	Implements district policies regarding primary language support services for students	Implements district policies regarding primary language support services for students
Teacher does not show effective instructional planning for English Learners based on students' levels of proficiency and literacy in English and primary language as assessed by multiple measures (CELDT, CSA, local assessments).	Plans instruction for English Learners based on students' levels of proficiency and literacy in English and primary language as assessed by multiple measures (CELDT, CSA, local assessments)	Plans instruction for English Learners based on students' levels of proficiency and literacy in English and primary language as assessed by multiple measures (CELDT, CSA, local assessments)	Plans and implements instruction for English Learners based on students' levels of proficiency and literacy in English and primary language as assessed by multiple measures (CELDT, CSA, local assessments); modifies assignments and instruction for individuals as needed
Teacher cannot articulate effective ELD strategies and shows no evidence that he/she uses SDAIE strategies when designing or teaching lessons.	Attempts to incorporate SDAIE strategies when designing lessons	Incorporates some SDAIE strategies when designing and teaching lessons	Incorporates many SDAIE strategies when designing and teaching lessons
Teacher does not use materials aligned with academic standards while instructing English Learners.	Instructs English Learners using materials aligned with academic standards	Instructs English Learners using materials aligned with academic standards	Instructs English Learners using district and teacher-created materials aligned with academic standards
Teacher shows no evidence of differentiated instruction for English Learners.	Differentiates instruction based upon students' primary languages, English proficiency, cultures and prior schooling	Differentiates instruction based upon students' primary languages, English proficiency, cultures and prior schooling	Always differentiates instruction based upon students' primary languages, English proficiency, cultures and prior schooling

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Topic 4: **How do I structure learning opportunities and support that make the curriculum engaging and comprehensible, yet challenging for my special populations students?**

Possible Evidence:

Special Populations Student Case Study
Classroom Observations
Collaborative Assessment Log
Conditions that Support Students with Learning Disabilities Tool
Lesson Plans that include differentiation
Analysis of Student Work
Analysis of Case Study Student Work
Analysis of Student Work Pre-Assessment
Flexible Grouping Tool
Evidence of application of material from relevant professional development trainings

Rubric:

1	2	3	4
Teacher does not consider legal and ethical obligations for special populations' students when designing curriculum.	Teacher provides inadequate evidence and/or is unable to articulate that he/she: Adheres to legal and ethical obligations for teaching special populations students when designing curriculum	Teacher provides clear evidence and/or articulates that he/she: Adheres to legal and ethical obligations for teaching special populations students when designing curriculum	Teacher provides clear evidence of outstanding practice and/or articulates that he/she: Adheres to legal and ethical obligations for teaching special populations students when designing curriculum
Teacher does not implement district policies regarding primary support services for students.	Implements district policies regarding support services for students	Implements district policies regarding support services for students	Implements all district policies regarding support services for students
Teacher does not provide accommodations or implement modifications based on assessed student needs.	Provides accommodations and implements modifications based on assessed student needs	Provides accommodations and implements modifications based on assessed student needs	Works with resource personnel to provide individual accommodations, implements modifications based on assessed student needs
Teacher does not use a strength-based approach when designing instruction or implementing lessons.	Incorporates a strengths-based approach when designing instruction and implementing lessons	Incorporates a strengths-based approach when designing instruction and implementing lessons	Always incorporates a strengths-based approach when designing instruction and implementing lessons
Teacher does not use materials aligned with academic standards while instructing special populations' students.	Uses adopted, standards-aligned materials and resources when providing instruction	Uses adopted, standards-aligned materials and resources when providing instruction	Uses teacher-created and adopted, standards-aligned materials and resources when providing instruction
Teacher shows no evidence of differentiated instruction for special populations' students, including advanced learners.	Differentiates instruction for the full range of special populations (including students identified for special education, students with disabilities, advanced learners and students with special instructional needs)	Differentiates instruction for the full range of special populations (including students identified for special education, students with disabilities, advanced learners and students with special instructional needs)	Differentiates instruction for the full range of special populations (including students identified for sp. Ed., students with disabilities, advanced learners and students with special instructional needs)

	Professional Development Activity Roster		
Title	**Induction Mentor Meeting**		
Dates	14-Sep-16		
Location	**DO 102**		
Strategic Plan Reference	#1 We will ensure all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use assessment data in order to increase student achievement.		
Funding	N/A		

#	Name	Site	Signature
1	Megan Bernard	Brown	MBernard
2	Danielle Azevedo	Crowell	
3	Linda Boone	Cunningham	Linda Boone
4	Marianne Bunce	Cunningham	
5	Evelyn Webb	Cunningham	Evelyn Webb
6	Patty Enoki	Earl	Patty Enoki
7	Leslie Littlefield	Earl	L Littlefield
8	Lucille Mendonca	Earl	Lucille Mendonca
9	Jennifer David	Medeiros	Jennifer David
10	Reannin Jordan	Medeiros	
11	Laura Perez	Osborn/Wakefield	Laura Perez
12	Kim Cabral	Wakefield	Kim Cabral
13	Raman Randhawa	Wakefield	
14	Nicole Trevino	Wakefield	
15	Marshall Beyer	DMS	MMB
16	Ana Van Allen	DMS	Signed on other side
17	Susan Castro	PHS	
18	Angela De Tomasi	PHS	On p.
19	Julie McBay	PHS	
20	Ruben Modesto	PHS	R M
21	Eric Reza	PHS	Eric Reza
22	Oscar Zagazeta	RHS	OZ
23	Kayla Amador	TJHS	Maternity Leave
24	Adriana Latronica	TJHS	
25	Scott Ericksen	TJHS	
26	Scott Johnson	TJHS	S Johnson
27	Leisa Machado	TJHS	L Machado
28	Robert Thomas	TJHS	
29	Carrie King	TJHS	Carrie King
30	Jenae Worsham	TJHS	
31	Blake Amador	THS	
32	Sue Bonander	THS	S. Bonander

choose civility

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33	Joe DiGrazia	THS	[signature]
34	Jennifer Garcia	THS	[signature]
35	✓ Aaron King	THS	
36	Daris Kline	THS	
37	Tim Oldenburg	THS	[signature]
38	✓ Cathi Schali-Lopez	THS	
39	Undrae Walker	THS	[signature]
40.	Tanysa White	Earl	[signature]
41	Ana M. Van Allen	Dutcher	[signature]

○ choose civility

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Induction Mentor Log

Mentor's Name (Print):_____   Candidate's Name (Print):_____

As a mentor, you have agreed to meet with your intern *at least* one (1) hour per week. Please log **each** meeting and any other   activity you do with/for your intern. *Please keep in mind that the intern is new to the teaching profession and relies upon your professionalism and your support in order to become the very best teacher possible.

	DATE	DESCRIPTION of ACTIVITY	TIME SPENT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
		TOTAL TIME SPENT :	

At the end of the month, please total your hours spent with/for the candidate. Next, have your candidate sign the sheet before you submit it to the Office of Curriculum and Instruction by the 5th of the following month.

_____   _____
Mentor's Signature   Candidate's Signature

Superintendent

Assistant Superintendent of Educational Services

Heidi Lawler: 634-0843

Assistant Superintendent of Human Resources

Jason Maggard: 667-0637

Director of Curriculum and Instruction

Shellie Santos: 667-2407

· coordinator and mentor support   · second state contact person   · second-level contact for concerns and grievances

Coordinator of Professional Development and Induction

Denise Duewell: 667-2407

· mentor and candidate support   · first state contact person   · contact person for concerns and grievances

Induction Mentors

· candidate support and guidance

Induction Candidates

The Turlock Unified School District Induction Program is organized as follows: Induction candidates report to their mentors who then report to the Coordinator of Professional Development and Induction. The coordinator reports directly to the Director of Curriculum and Instruction. From that point, the Director reports to the Assistant Superintendent of Educational Services unless an issue directly involves the Office of Human Resources. The Superintendent of Turlock Unified School District oversees all.

Culminating Questions and Reflections Guide (D-1)

Choose from the questions below to guide a culminating conversation with your support provider. During the conversation, refer to evidence that demonstrates your growth as a professional educator.

Yourself –
- What were your growth goals?
- How would you measure your progress toward meeting those goals?
- How have your students benefited from your reflections and the learning that took place in your inquiries?

Your students –
- What did you learn about your students' needs?
- What did you learn about differentiating instruction?
- What did your student assessments tell you about your teaching?
- When you made changes in your teaching, what were your expected student outcomes?
- How did your students' progress compare to what you expected?

Evidence –
- Reflect on evidence collected during the three modules (Context for Teaching and Learning, Assessment of Teaching and Learning, and Inquiry into Teaching and Learning) in the following areas:
    - Focus students
    - State-adopted Content and Common Core Standards
    - Instructional strategies
    - Assessments
- Highlight the evidence that best illustrates a change/improvement in your teaching. Consider:
    - Depth of Knowledge Levels
    - 21st Century Learning
    - Integration of Technology
    - English Language Development

Looking Ahead –
- What will you continue to investigate or focus on as you move into your next years of teaching?
- How will you continue to be a consumer of research; i.e., current issues and trends, journal articles, and evidence based on research in the field?

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.3 – Connecting subject matter to meaningful, real-life contexts*

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Uses real-life connections during instruction as identified in curriculum.	Explores using additional real-life connections to subject matter in single lessons or sequence of lessons to support student understanding.	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter.	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.
STUDENT	Some students relate subject matter to real-life.	Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.	Students utilize real-life connections regularly to develop understandings of subject matter.	Students actively engage in making and using real-life connections to subject matter to extend their understanding.	Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.

Evidence:

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Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.2 – Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests

Evidence of Practice: Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) Record detail of evidence discussed 2) Assess level of practice 3) Date

	Emerging	Exploring	Applying	Integrating	Innovating
TEACHER	Develops awareness of prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning.	Integrates broad knowledge of students' cultural backgrounds, prior knowledge, life experiences, and interests to inform instruction.	Uses extensive information regarding students and their communities systematically and flexibly throughout instruction.
STUDENT	Some students connect learning activities to their own lives.	Students participate in single lessons or sequence of lessons related to their interests and experiences.	Students make connections between curriculum and their prior knowledge, backgrounds, life experiences, and interests.	Students are actively engaged in curriculum which relates their prior knowledge, experiences, and interests within and across learning activities.	Students can articulate the relevance and impact of lessons on their lives and society.

Evidence:

Continuum of Teaching Practice

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NEW TEACHER NEEDS ASSESSMENT

Candidate's Name: _____   Mentor's Name: _____

School Site: _____   Grade/Subject: _____

This survey will serve to assist with the type of training that is needed to satisfy your present or anticipated job responsibilities. Some items will be trained and discussed by your principal and others will take place in Induction.

Your options are:

LOW NEED	I can demonstrate the skill; I do not feel that further training is necessary; or the skill is not appropriate in my current position.
MODERATE NEED	I need awareness training that could help me become more familiar with the skill or topic.
HIGH NEED	I need proficiency training that could help me use the skill in an acceptable manner and under appropriate conditions.

Place an "X" under the column that most accurately reflects your level of need in the following areas.

	Type of Training Desired (fill in an "X" for each item)		
	A Low Need	B Moderate Need	C High Need
1. Information on community (1, 2, 4, 6)			
2. Information on school district (1, 2, 4, 6)			
3. Teacher expectations (6)			
4. California Standards for the Teaching Profession (6)			
5. Legal rights and responsibilities (6)			
6. Understanding the chain of command (6)			
7. Communication with Principal (6)			
8. The teacher evaluation process (6)			
9. Completing administrative paperwork (6)			
10. Communications with parents (6)			

11. Classroom management (1,**2**,4)			
12. Obtaining instructional resources and Materials (CSTP 1, 2, 3, **4**)			
13. Planning for instruction (CSTP 1, 2, 3, **4**)			
14. Managing my time and work (6)			
15. Diagnosing student needs (1,2,3,4,**5**)			
16. Awareness of special services provided by the district for students (CSTP 1,3, 4,)			
17. Evaluating student progress (CSTP 1, 2,3, 4, **5**)			
18. Motivating students (CSTP 1, 2, 3, 4)			
19. Differentiated instruction (CSTP 1, 2, 3, 4)			
20. Cooperative learning (CSTP 1, 2, 3, **4**)			
21. Performance tasks (CSTP 5)			
22. Reading strategies (CSTP 1, 2, 3, 4, 5, 6)			
23. Grouping and effective instruction (CSTP 1, 2, 3, 4)			
24. Understanding the curriculum (CSTP 1, 2, **3**, 4)			
25. Assessment (5)			
26. Rubrics (5)			
27. Dealing with stress (6)			

_____   _____

Induction Coordinator   Date

Mid-Year Survey of TUSD

Induction Program

Optional – you are not required to complete the school site and name information. You remain anonymous.

School site: _____

Name: _____

1. I am a
   Mentor   candidate   site administrator   district administrator

2. Was the Initial training effective for you?   Yes   No
   a. What was most effective? _____
   b. What was least effective? _____

3. How often do you use any of the ideas, strategies, or information shared with you in your Induction training?
   a. Daily   c. A couple of times a month   e. Every 1-6 months
   b. Once a week or more   d. Once a month

4. Overall, how satisfied are you with TUSD Induction?
   a. Extremely satisfied   c. Neutral   e. Extremely dissatisfied
   b. Somewhat satisfied   d. Somewhat dissatisfied

5. What could be implemented to make this program stronger? _____
   _____
   _____
   _____

Turlock Unified School District
Learning Today...Leading Tomorrow

CANDIDATE–MENTOR Provider Pairing Evaluation

Please circle the appropriate description. **I am a** Year 1/Year 2/ ECO Candidate/Mentor

At this point in the year, it is beneficial to take a look at theCandidate-Mentor relationship by answering a few questions:

1. What do you value most in your Candidate-Mentor relationship? _____
   _____
   _____

2. What, if anything, do you find most difficult in your Candidate-Mentor relationship? _____
   _____
   _____

3. Is there anything else you would like to say about this relationship? _____
   _____

4. Would you like to meet with the Induction Coordinator regarding this pairing? _____ ; If "Yes," please leave your phone number name and phone number, so the Coordinator can contact you.
   _____

For office use only & only if meeting is set up

Candidate: _____   Year: _____

Mentor: _____

Meeting Held (notes and where/where):
_____
_____
_____
_____
_____
_____

Is a New MentorNecessary?_____ Name: _____

End-of-Year Induction

Survey

1. Are you a   ☐ Mentor   ☐ Candidate

2. **If you are a mentor, are you a full-time teacher in your school**   ☐

    a. Part-time teacher in your school?   ☐
    b. District Instructional Coach   ☐

3. **If you are a candidate, are you**   ☐ Year-one   ☐ ECO   ☐ Year two
    a. TK-2   ☐
    b. 3-5   ☐
    c. 6-8   ☐
    d. 9-12   ☐   SUBJECT: _____

4. **When do you usually meet with your mentor/candidate? Please mark all that apply.**
    a. ☐ Before school
    b. ☐ After school
    c. ☐ During lunch
    d. ☐ During planning period
    e. ☐ Other (please specify) _____

5. **How often do these meeting occur?**
    a. Daily   ☐
    b. 2-4 times per week   ☐
    c. Once a week   ☐
    d. 2-3 times per month   ☐
    e. Once a month   ☐
    f. Several times per year   ☐
    g. Other (please specify) _____

6. **On average, how long are these meetings? Mark only one box.**
    a. ☐ Less than 15 minutes.
    b. ☐ 15-30 minutes.
    c. ☐ 30 minutes to 1 hour.
    d. ☐ 1-2 hours.
    e. ☐ More than 2 hours.

7. During the most recent full week of teaching, how much <u>informal</u> (not scheduled) contact did you have with your mentor/candidate?
   a. ☐ Less than 15 minutes.
   b. ☐ 15-30 minutes.
   c. ☐ 30 minutes to 1 hour.
   d. ☐ 1-2 hours.
   e. ☐ More than 2 hours.

8. During the most recent full week of teaching, how much <u>scheduled</u> time did you spend . . .

	No time	Less than 30 Minutes	30 minutes – 1 Hour	1 to 2 Hours	More than 2 Hours
a. Observing your teaching?					
b. Meeting with you on a one-to-one basis?					
c. Meeting with you together with other beginning teachers?					
d. Meeting with you together with other teachers (PLCs)					
e. Modeling a lesson?					
f. Co-teaching a lesson?					

9. During your time in Induction, to what extent have you been provided training in the following areas?

	Not at All So Far	A Little	A Moderate Amount	A Lot
Understanding school culture, policies, and practices.				
Accessing district and community resources.				
Handling paperwork.				
Working with other teachers to plan instruction.				
Working with other school staff, specialists, etc.				
Working with parents.				
Teaching children with varying levels of achievement/ability.				
Reviewing and assessing student work.				
Implementing classroom management plans, including procedures.				

Managing student discipline/behavior.				
Planning lessons.				
Using student assessments to inform your teaching.				
Motivating students.				
Reflecting on your instructional practices.				
Teaching English language learners				
Teaching special needs students.				
Teaching students from a variety of ethnic backgrounds.				
Writing and/or working toward your ILP.				
Using Technology in the classroom.				
PBIS				

End-of-Year Induction

Administrator Survey

1. How many induction candidates did you have on your site?
    ☐ 1   ☐ 2-5   ☐6-9   ☐ 10+

2. **Which candidates do you have at your site? Please mark all that apply.**
    ☐ Year-one   ☐ ECO   ☐ Year two
        a. TK-2   ☐
        b. 3-5   ☐
        c. 6-8   ☐
        d. 9-12   ☐   SUBJECT(S): _____

    _____   _____

    _____   _____

3. **During this year, to what extent have you noticed improvement in your new teachers' abilities? *If you have more than one candidate at your site, please rate the following as a group:**

	Not at All So Far	A Little	A Moderate Amount	A Great Deal
Understanding school culture, policies, and practices.				
Accessing district and community resources.				
Handling paperwork.				
Working with other teachers to plan instruction.				
Working with other school staff, specialists, etc.				
Working with parents.				
Teaching children with varying levels of achievement/ability.				
Reviewing and assessing student work.				
Implementing classroom management plans, including procedures.				
Managing student discipline/behavior.				
Planning lessons.				
Using student assessments to inform teaching.				

Motivating students.				
Reflecting on instructional practices.				
Teaching English language learners				
Teaching special needs students.				
Teaching students from a variety of ethnic backgrounds.				
Using Technology in the classroom.				
PBIS				
Developing as professionals				

4. **What would you like to see covered in the TUSD Induction Program?**

End-of-Year Survey of TUSD

Induction Program

Optional – you are not required to complete the school site and name information. You remain anonymous.

School site: _____

Name: _____

1. I am a
   Mentor   candidate   site administrator   district administrator

2. What have you found most valuable from this year's induction? _____

   _____
   _____
   _____
   _____

3. What did you find useful about the ILP (or ILP process)? _____

   _____
   _____
   _____

4. How will you use what you have learned through this year's ILP (or ILP process) to assist you next year?

   _____
   _____
   _____
   _____

5. How often do you use any of the ideas, strategies, or information shared with you in your Induction training?
   a. Daily   c. A couple of times a month   e. Every 1-6 months
   b. Once a week or more   d. Once a month

6. Overall, how satisfied are you with TUSD Induction?
   a. Extremely satisfied   c. Neutral   e. Extremely dissatisfied
   b. Somewhat satisfied   d. Somewhat dissatisfied

7. What could be implemented to make this program stronger? _____

   _____
   _____
   _____
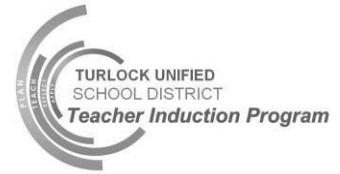
End-of-Year

TUSD Induction Survey- Advisory Council

Please respond as completely as possible to each of the questions. When the survey is complete, return it to the Office of Curriculum and Instruction. Names need not be included.

1. After reviewing the data from the year, what do you consider to be the TUSD Induction Program's **strongest** attribute?

2. After reviewing the data from the year, what do you consider to be the TUSD Induction Program's **weakest** attribute?

3. What suggestions do you have for improving the program?

4. How can we better facilitate the candidates' professional growth and development?

5. How can we better facilitate a candidate's match with his/her mentor?

6. Now that the year is over how would you best describe your match with your mentor?

	Year 1 PT Tasks	Year 2 PT Tasks	ECO PT Tasks
Half-Full Day New Teacher Induction Orientation End of July Jump Start	Induction Advisement: • Credential roles and responsibilities • Meet Assistant Superintendent of HR • Candidate MOU • Introducing the **I**ndividual **L**earning **P**lan • District Initiatives PD: <u>How to write Meaningful Objectives & Importance of Procedures</u>	TUSD will not have a Year 2 program until 2018-19	Induction Advisement: • Credential roles and responsibilities • Meet Assistant Superintendent of HR • Candidate MOU • Introducing the **I**ndividual **L**earning **P**lan • District Initiatives PD: <u>How to write Meaningful Objectives & Importance of Procedures</u>
Meet Your Mentor Kick-Off Mid-Late August (3:30-6:30) (All seminars are held in elementary and secondary sections)	**Meet Your Mentor:** • Candidate MOU • Technology Coach • Register InductionSupport.com • Creating your ILP – Begin PD: <u>PBIS & Writing Objectives</u>	Induction Advisement: • Reconnect with your mentor • Candidate MOU • Update your info on InductionSupport.com • Updating your ILP PD: <u>PBIS update/Review – Best Practices Review</u>	**Meet Your Mentor:** • Candidate MOU • Technology Coach • Register InductionSupport.com • Creating your ILP PD: <u>PBIS &Writing Objectives</u>
Seminar 1 Mid-late September (3:30-6:30) (All seminars are held in elementary and secondary sections)	**CSTP 1 – Context for Teaching:** • Class or Student Service Profile • Instructional Environment • School & District Information/Resources • Home-School Communication Log • ILP work • Focus on CSTP 1 <u>Observations:</u> 1. Observation of a recommended Colleague – Procedures & questions 2. Observation by mentor 3. Post-Observation Reflection <u>Continuum of Teaching Practice</u> PD: <u>technology in the classroom</u>	**CSTP 3 - Context for Teaching:** • Class or Student Service Profile • Instructional Environment • Home-School Communication Log • ILP work <u>Observations:</u> 4. Observation by Mentor 5. Post-Observation Reflection 6. Observation of a recommended colleague <u>Continuum of Teaching Practice</u> PD: <u>technology in the classroom*</u>	**CSTP 1 & 3 Context for Teaching:** • Class or Student Service Profile • Instructional Environment • School & District Information/Resources • Home-School Communication Log • Site/Assignment Orientation Checklist (A-5) • ILP work <u>Observations:</u> 1. Observation of a recommended Colleague – Procedures & questions 2. Observation by mentor 3. Post-Observation Reflection 4. Observation from Mentor 5. Post-Observation Reflection 6. *Observation of a recommended colleague – understanding subject matter <u>Continuum of Teaching Practice</u> PD: <u>technology in the classroom</u>
Seminar 2 Mid-late October (3:30-6:30) (All seminars are held in elementary and secondary sections)	**CSTP 2 Collaboration Day:** • KWO Chart • Focus on CSTP 2 • ILP with mentor <u>Observations & work:</u> • **1. Classroom Observation of a recommended colleague** • Post-Observation reflection • **2. Classroom Observation by mentor)** • Post-Observation reflection	**CSTP 4:** • ILP • Essential Components for Instruction • Entry-level Assessment • Lesson Plan <u>Observations & work:</u> • **1. Observation of Colleague** • KWO Chart • **2. Classroom Observation by mentor** • Post-Observation reflection	**CSTP 2 & 4:** • ILP with Mentor • Essential Components for Instruction • Lesson Plan & • Entry-level Assessment <u>Observations & work:</u> • **1. Classroom Observation of a recommended colleague** • KWO Chart • **2. Classroom Observation by mentor**

	PD: <u>Equity among student groups</u>	• 3. Inquiry Observation Record mentor PD: <u>Equity among student groups</u>	• Post-Observation reflection • 3. Inquiry Observation Record by mentor PD: <u>Equity among student groups</u>
Seminar 3 **Late November or Early December** **(3:30-6:30)**	Self-Assessments – <u>Increasing Parent Involvement</u> <u>Observation by Coordinator of PD & Induction</u> (until observations are complete)	Self-Assessments – <u>Increasing Parent Involvement</u>: an introduction to 6.4 <u>Observation by Coordinator of PD & Induction</u> (until observations are complete)	Self-Assessments – <u>Increasing Parent Involvement</u> <u>Observation by Coordinator of PD & Induction</u> (until observations are complete)
Seminar 4 **January** **(3:30-6:30)** (All seminars are held in elementary and secondary sections)	Module B: CSTPs 5 & 6 Revisiting the **I**ndividualized **L**earning **P**lan: • ILP • <mark>Observation by mentor</mark> • Essential Components for Instruction • Using outside research to support your ILP PD: <u>What does your data tell you?</u>	Module D: CSTPs 5 & 6 Revisiting the **I**ndividualized **L**earning **P**lan: • Observation 3 • Reflection • Analysis of Student Work • Summative Assessment/Ref. • ILP • Essential Components for Instruction • Research to support your ILP PD: <u>What does your data tell you?</u>	Modules B and D: CSTPs 5 & 6 Revisiting the **I**ndividualized **L**earning **P**lan: • Summative Assessment of Student Work • Reflection • Analysis of Student Work • Summative Assessment/Ref. • ILP • Essential Components for Instruction • Research to support your ILP PD: <u>What does your data tell you?</u>
Seminar 5 **March** **(full day)** (All seminars are held in elementary and secondary sections)	• Lesson Plan • <mark>Observation by mentor</mark> • Analysis of Student Work • Summative Assessment /Ref. • Resources Available in town PD: <u>TBD based on survey/need</u>	• Lesson Plan • Observation • Analysis of Student Work • Summative Assessment /Ref. • Resources Available in town • What can you do to foster community support for your program? PD: TBD based on survey/need	• Lesson Plan • <mark>Observation y mentor</mark> • Analysis of Student Work • Summative Assessment /Ref PD: <u>TBD based on survey/need</u>
Seminar 6 **April** **(3:30-6:30)** (All seminars are held in elementary and secondary sections)	Self-Assessments: • Pedagogy • Equity PD:	Self-Assessments: • Pedagogy • Sp. Populations • English Learners PD:	Self-Assessments: • Pedagogy • Sp. Populations • English Learners PD:
Seminar 7 **May** **(3:30-6:30)** (All seminars are held in elementary and secondary sections)	**I**ndividualized **L**earning **P**lan is due -Statewide Survey -District Survey -Reflective Summary of Teaching Practice	**I**ndividualized **L**earning **P**lan is due -Statewide Survey -District Survey -Reflective Summary of Teaching Practice -Exit Interview	**I**ndividualized **L**earning **P**lan is due -Statewide Survey -District Survey -Reflective Summary of Teaching Practice -Exit Interview
CSTP ESSENTIAL STANDARDS	1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.5 2.6 2.7 5.1 5.2 5.3 5.4 5.5 5.6 5.7 6.1 6.2 6.3 6.4 6.7	3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 4.3 4.4 4.5 5.1 5.2 5.3 5.4 5.5 5.6 5.7 6.1 6.2 6.3 6.4 6.5 6.6 6.7	1.1 1.2 1.3 1.4 1.5 1.6 2.1 2.2 2.3 2.4 2.5 2.6 2.7 3.1 3.2 3.3 3.4 3.5 3.6 4.1 4.2 4.3 4.4 4.5 5.1 5.2 5.3 5.4 5.5 5.6 5.7 6.1 6.2 6.3 6.4 6.5 6.6 6.7

Turlock Unified School District
Learning Today...Leading Tomorrow

Candidate:		School Year: **Induction Year:** (Year 1, Year 2, ECO)	
Grade Level / Assignment:		**School Site:**	
Mentor:		**Admin Name:**	

A requirement of the Induction Program is that candidates demonstrate growth in each of the six California Standards for the Teaching Profession (CSTP). Additionally, each year in the program, you will select a minimum of one CSTP for a more in depth focus, as your area of study for professional growth.

An Individual Learning Plan (ILP) provides the roadmap for your induction work as well as guidance for your mentor in providing support and coaching. Your goals will drive your self-assessments, research, professional development, and inquiry focus. Your mentor will use your identified CSTP standard(s) to collect evidence of your growth and mastery over time.

l. Map out Your Ideas: Where Are You Going?

CSTP Goals	California Standards for the Teaching Profession:
CSTP *Highlight the CSTP(s) related to your goal*	1. **Engaging and Supporting all Students in Learning** 2. **Creating and Maintaining Effective Environments for Student Learning** 3. **Understanding and Organizing Subject Matter for Student Learning** 4. **Planning Instruction and Designing Learning Experiences for All Students** 5. **Assessing Students for Learning** 6. **Developing as a Professional Educator**
Specific CSTP Elements: *List the elements on which you will be working related to each standard selected above*	● ● ● ●
Personal Goal Statement: Example: "I will learn and implement multiple routines & procedures to maximize instructional time and decrease off-task behavior."	

(CoP) **Self-Assessment Level**	Current Placement	Expected Outcome
Describe your placement on the Continuum of Teaching Practice (CoP) in relation to the focus CSTP:		
Describe the challenge: (Why is this goal relevant to you and your teaching context?)		
Mentor Input: Based on evidence (observation, conversation, student data, etc.)	This one is a maybe because it is right at the beginning of the year.	
Site Administrator Input: Based on school site goals, district initiatives, and/or PLC SMART Goals (Triad Conversation)		

II. Measurable Outcomes: What do You Hope to Accomplish?

What measurable outcomes would you expect in student achievement as a result of meeting the goals of your Individual Learning Plan?	
How will student achievement be measured?	

III. Planning Your Route

You may change direction throughout the year, so feel free to strike out what was written and add new information. This is a living document, so we expect to see what you have been through and what you have thought about during this journey.

Proposed ACTIONS: List the steps you plan to take to reach your goal. (specific activities, tasks, readings, research, strategies, etc.) **Minimum of 3 required**	
RESOURCES: List resources, individuals, or systems of support that will be needed (e.g., mentor, instructional coach, PLC team, professional development, book study, etc.) **Minimum of 3 required**	
TECHNOLOGY: Describe the technology that will be utilized during the implementation of your ILP.	

IV. The Journey

This is where you begin keeping a "journal" of your endeavors. This should be written in narrative format and should demonstrate decisions you have made with reflection both during the journey and at the end of the journey. Below you will find some helpful guides/questions to answer along the way and to include in your journal.

Tracking Action Steps			
Date:	**ACTIONS** **Describe implementation in detail; persons or resources involved; time spent; and technology utilized.**	**IMPACT on TEACHING & LEARNING** **Describe instructional effectiveness associated with the action; explain the student outcomes (include EL, SN, Adv./GATE students); and provide analysis of data collected.**	**EVALUATE the IMPACT** Unsuccessful successful **1 2 3 4 5** **EVIDENCE** (list/describe)
Reflecting on your progress towards achieving your goal			
Share your learning about			

student development, instructional practice, academic content, and/or yourself as a teacher. (Include mentor feedback)	
How will the data be used to enhance planning and instruction? What are your next steps toward meeting the goal of your ILP?	

V. Reflection and Closing Thoughts:

We can't call this the "end of the road" or "your arrival" because teaching is one continuous journey. Think of this section of your narrative as a brief stop along the way. Your journey will continue as the very best teachers continue to learn and grow every day.

As you wrap up this year's Individualized Learning Plan, use the guide below to help you reflect on the overall journey.

To what extent did you meet your ILP goal or answer your ILP question? In relation to your current placement on the CSTP CoP, upload and describe three pieces of evidence.	
How did this learning impact your students overall? a. All students b. English Learners c. Special Education d. Advanced/GATE	
Share your learning about student development, instructional practice, academic content, and yourself as a teacher.	
Reflect on the district initiatives and how your ILP supported one or more of them: Opening Doors for More: Student Achievement, Best Practices, College & Career Readiness, Technology, Safety & Security, and Leadership.	
How will this learning impact your future teaching? Describe your possible/ probable next steps in relation to your ILP.	

TUSD

Turlock Unified School District

2016 -17 Hiring Overview

TUSD Human Resources Goals

- **TUSD is _always_ about attracting and retaining the most highly qualified teachers.**

- **We are looking for teachers who have a genuine passion for supporting the well-being (academic, social, and emotional) of all students.**

- **Start the school year fully staffed.**

Mission Critical

Major Challenges

- **Serious teacher shortage**
  - **"Teacher Shortages Spur a Nationwide Hiring Scramble (Credentials Optional)"**
    - *The New York Times*, August 9, 2015
  - **"How the Teacher Shortage Could Turn Into a Crisis"**
    - *Huffington Post*, April 18, 2016

- **Highly competitive recruiting**
  - **Many neighboring districts vying for the same teachers**
  - **Signing bonuses, loan forgiveness, housing incentives, etc.**

Understanding What Teachers Want

- **Support**
    - **Professional Development**
    - **Instructional Mentoring**
    - **Opportunities to Collaborate**
    - **Strong Site and District Leadership**

- **Good working conditions**
    - **Safety**
    - **Clean and Well-Maintained Facilities**
    - **Supplies/Resources**
    - **Class size**

- **Compensation**
    - **Competitive Salaries**
    - **Quality Benefits**

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Recruiting Advantages For TUSD

- **Great Community Support**

- **Outstanding Relationship With CSUS**

- **Positive Morale**

- **Working Conditions**

- **District And Site Support**

- **Professional Development Opportunities**

- **Collaboration Opportunities**

- **Competitive Salary Schedule**

- **Year For Year Service Credit**

Recruiting Efforts

- **Early Job Postings**
  - **Including "Anticipated" assignments.**

- **Attendance at Local Job Fairs**
  - **California State University, Stanislaus; Stanislaus County Office of Education; Brandman University.**

- **Frequent Substitute Teacher Postings**
  - **Pool of 350 subs through more frequent job postings.**

- **Presentations/Networking, CSUS**
  - **Class presentations; mock interviews; speaking engagement.**

TUSD Hiring Trends
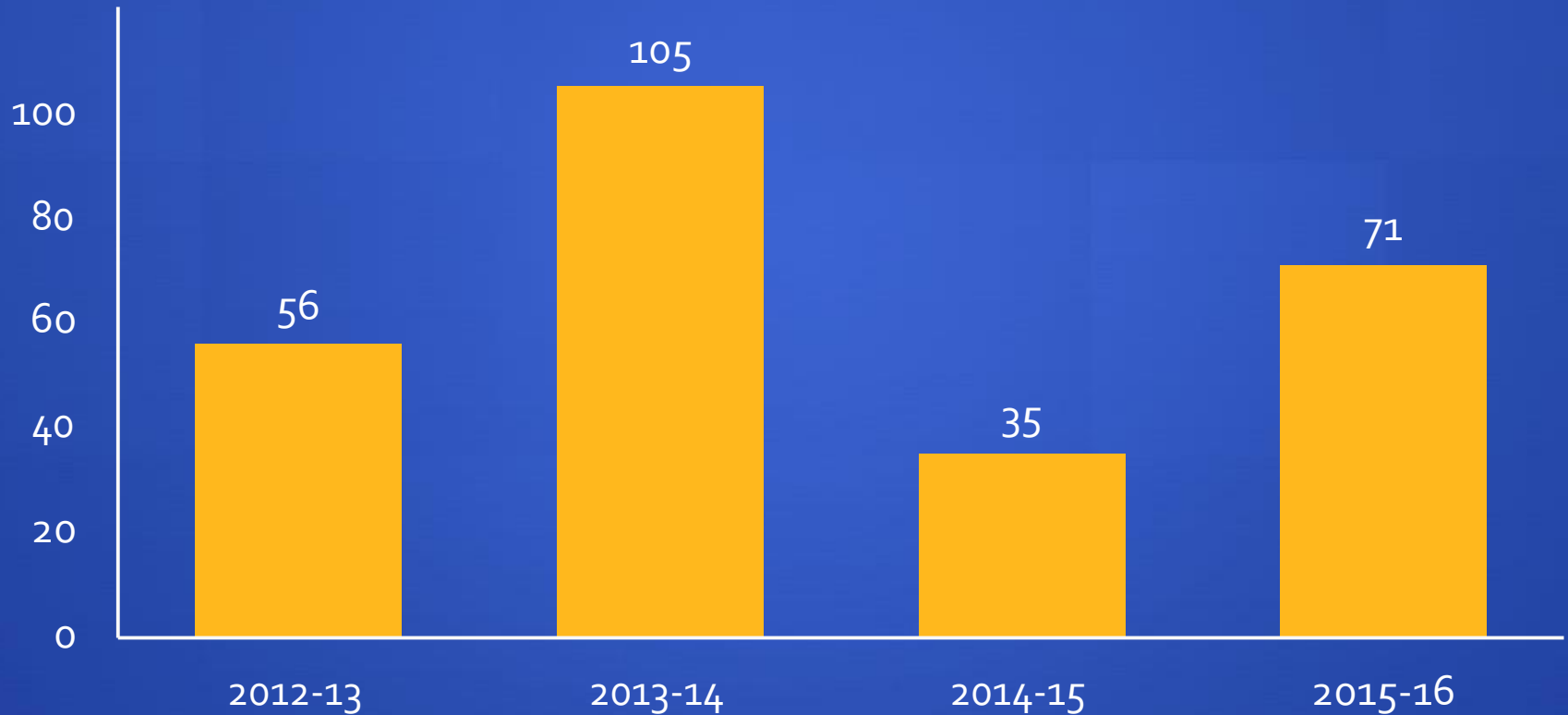
TUSD Total Enrollment Trends

Year	Enrollment
2012-13	13,626
2013-14	13,863
2014-15	13,651
2015-16	13,645
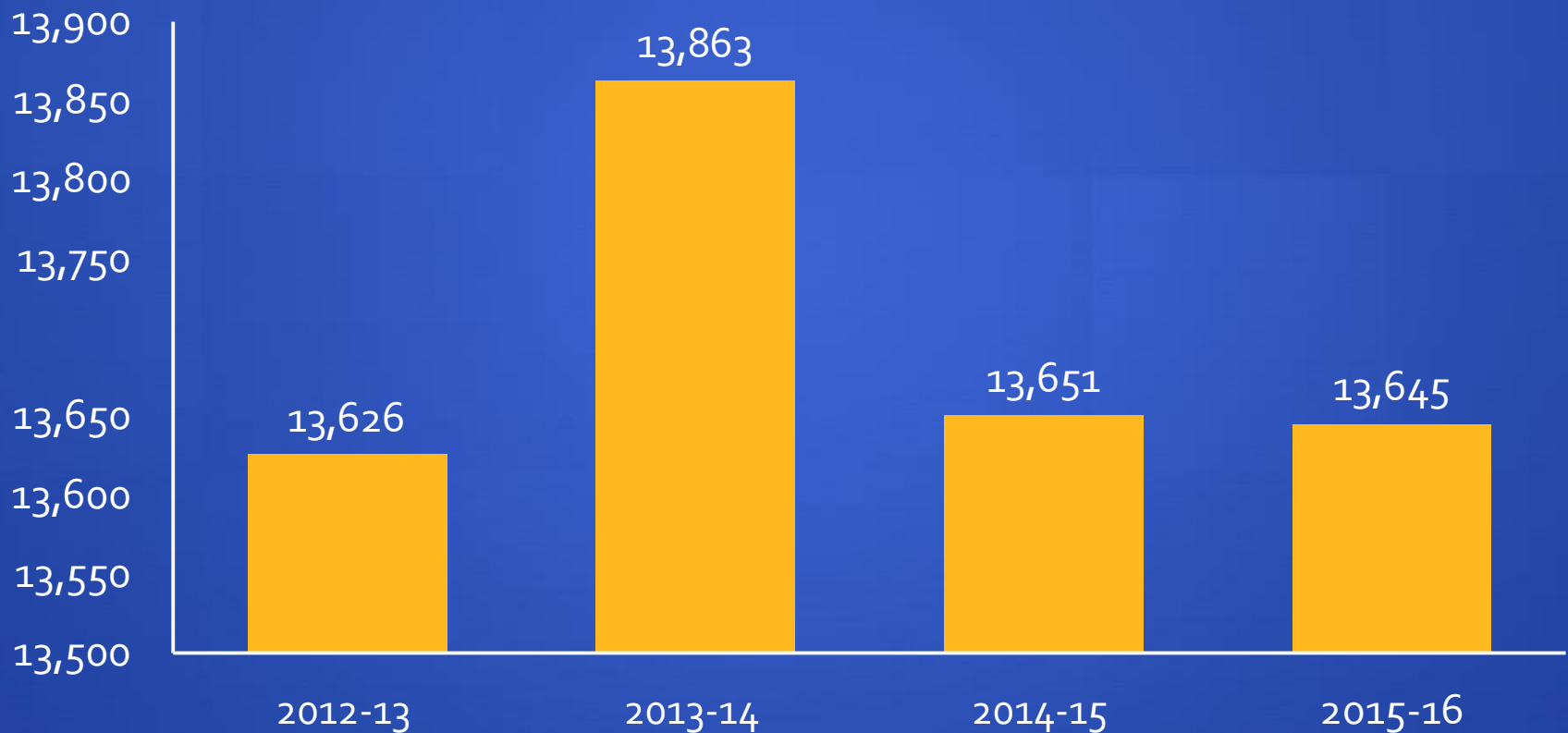
2016-17 Projections

- **Student Population**
  - **~14,000 Total Enrollment**

- **Staffing Allocations**
  - **Elementary and Secondary Formula**
    - **Dictates our Full Time Equivalents (FTE's) = Number of teachers to employ**
  - **704 Certificated Employees**

…Moving Into 2016-17

- **Staffing Overview**
  - **Retirements**   **12**
  - **Resignations**   **35**
  - **Non-Reelects**   **6**
  - **Internal Transfers**   **57**
  - **New Hires**   **66**

- **Hiring Efforts**
  - **Inordinate number of Applicants**
  - **109 Interviews**
  - **328 Candidates interviewed**
  - **Reference & background checks**

August 11, 2016

- **For the second consecutive school year, we entered the First Day Of School _FULLY STAFFED_!!!**

- **High Qualified**
  - **Strong student-teaching experiences and impressive resumes with years of expertise.**

  - **Combined 330 Years of Professional Service among New Hires**
    - **Five Year Average of Teaching Experience**

It's A Team Approach

- **Special Thanks**
  - **Board of Trustees**
  - **Superintendent Dana Trevethan**
  - **Human Resources Department**
  - **Site Principals and Interview Panel Members**
  - **TUSD Certificated Staff**
  - ***Turlock Journal***

Preparing For The Future…

- **Planning For 2017-18**
  - **Substitute Teacher Pool Drive**
    - *Edjoin* posting from August to March
    - Attendance at the SCOE Substitute Teacher Fair
      - August 20, 2016

  - **Early recruitment efforts**
    - "Anticipated" postings
    - CSUS outreach

  - **Identified areas of focus**
    - Bilingual, Cross-Cultural, Language and Academic Development (BCLAD)
    - Math
    - Science
    - Special Education

Questions and Answers

TUSD ENGLISH LEARNERS

TUSD, December 2016

LEGAL BASIS FOR ENGLISH LEARNER PROGRAM

- Federal Law guarantees all persons equal educational opportunity.

- United States Constitution: Fourteeth Amendment; Due Process and Equal Protection Clauses

- Title VI of the Civil Rights Act
  42 USC. Section 2000d

TURLOCK UNIFIED SCHOOL DISTRICT & ENGLISH LEARNERS

TUSD provides assistance to parents…
* Office of Curriculum & Instruction:
    * Director : Shellie Santos
      Coordinator: Erica Maldonado-Higle

* District is responsible for keeping parents informed of their EL's progress

* Holds regular meetings District English Learner Advisory Committee (DELAC) to address needs, concerns, and recommendations

AT THE SCHOOL LEVEL

An English Learner Advisory Committee (ELAC) is required when 21 or more ELs are enrolled at that site.

Parents who serve on ELACs have:
- been elected at site to serve on ELAC
- received training to carry out ELAC responsibilities

An option exists for the ELAC to be a part of an existing School Site Council/SSC. (Parents of ELs must be represented in the same percentage of the SSC as percentage of ELs at school site.)

THE PURPOSE OF ELAC

- Committee of EL parents that voice their thoughts, concerns, and problem solve/ suggest to support the education of their children.

- Advises the principal, staff, and when necessary the School Site Council of...

  a. the development of Single Plan for Student Achievement (SPSA)

  b. the conducting of the school's assessment

  of need.

  -

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AT THE DISTRICT LEVEL

A District English Learner Advisory committee is required when 51 or more ELs enroll in a district.

This committee advises the governing board regarding issues pertaining to the education of English learners.

DELAC must meet at least 4 times a
Year and is coordinated by Erica Maldonado-Higle.

HOW DOES AN EL GET INITIALLY IDENTIFIED

?????
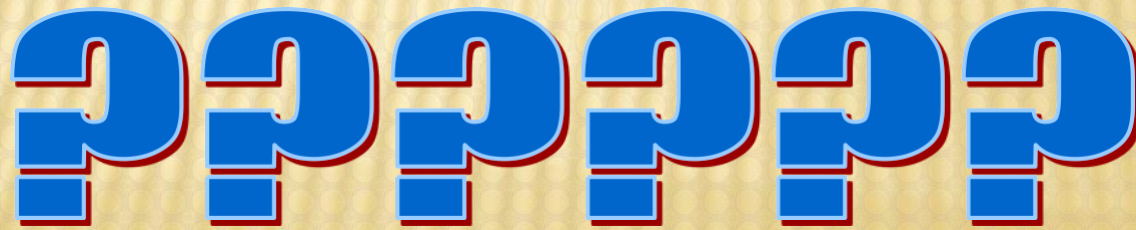
HOME LANGUAGE SURVEY (HLS)

- The HLS is a form required to be completed by every student's parent at the time the student enrolls in school.

- THE HLS is available in 52 languages and

Is used to determine the student's home/primary language.

HLS CONT...

The HLS is kept in the student's Cumulative file and the information is recorded in the student information database.

- A student's first-completed HLS is considered to be the Official copy and is stamped "Permanent Record" by the school's office personnel.

HOME LANGUAGE SURVEY

Date _____   School _____

NAME OF STUDENT: _____
                         Last   First   Middle

GRADE: _____   **AGE:** _____   **BIRTHDATE:** _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services. If a language other than English is spoken in the home, the District is required to do further assessment of your son/daughter.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?   _____

2. Which language does your child most frequently speak at home?   _____

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?   _____

4. Which language is most often spoken **by adults** in the home? (parents, guardians, grandparents, or any other adults)   _____

Please sign this form in the space provided below, then return this form to the school office. Thank you for your cooperation.

_____
Signature of Parent or Guardian

The initial HLS form shall be stamped "Permanent Record" and made part of the student's cumulative folder.

TUSD Revised: May 2009   CPM II EL 4.1

FLOW CHART OF EL ACTIVITY

1. The time frame school officials have to complete the initial identification process: 30 calendar days after students first enroll

2. A student is classified English Only (EO) if…

there is no other language indicated on the HLS or if there is a different language listed only on line #4 of the HLS

HOME LANGUAGE SURVEY
ENGLISH VERSION

Name of Student: _____   _____ _____
                  Surname / Last Name   First Given Name   Second Given Name

School: _____ Age: _____ Grade Level: _____ Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?

English

2. Which language does your child most frequently speak at home?

English

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

English

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

English & Spanish

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

_____   _____
Signature of Parent or Guardian   Date

Form HLS, Revised October 2005
California Department of Education

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HOME LANGUAGE SURVEY
ENGLISH VERSION

Name of Student: _____   _____   _____

Surname / Last Name   First Given Name   Second Given Name

School: _____   Age: _____ Grade Level: _____   Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with this legal requirement. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered.

1. Which language did your child learn when he/she first began to talk?

   English & Spanish

2. Which language does your child most frequently speak at home?

   English & Spanish

3. Which language do you (the parents or guardians) most frequently use when speaking with your child?

   English & Spanish

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults)

   English & Spanish

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

_____   _____

Signature of Parent or Guardian   Date

Form HLS, Revised October 2005
California Department of Education

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If a language other than English is indicated on lines 1, 2, and 3 of the HLS form…. CELDT is administered.

Purpose of CELDT:

1. Identify students who are Limited English Proficient (LEP).

2. Determine level of English language proficiency.

3. Assess the progress of acquiring skills in listening, speaking, reading, and writing year to year.

Next year ----- ELPAC

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

- Same purpose as CELDT
- Will test all four domains (listening, speaking, reading and writing)
- a bit more rigorous- aligned to common core

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT FOR CALIFORNIA (ELPAC)

- Initial EL identification= CELDT in the Fall 2017
    TK, Kinder, and newcomers

- Annual test for EL's= ELPAC
    Spring of 2018

PROGRAM OPTIONS AT TUSD

A. Structured English Immersion Program

✖ (May provide primary language support for students in Beginning and Early Intermediate CELDT levels)

B. English Language Mainstream

(EI's with reasonable fluency in English- overall CELDT intermediate or above)

C. Alternative Programs (Two-Way Bilingual Immersion)

SUPPORT FOR ENGLISH LEARNERS
(STUDENTS ADDING ON ENGLISH)

* All ELs, including ELs with IEPs must receive daily ELD instruction in order for them to develop proficiency in English as rapidly and effectively as possible.

* ELD may be delivered at the site level in a variety of approved ways.

THE NEW ELD STANDARDS

- ❋ ELD Proficiency Level Continuum

- ❋ Integrated & Designated ELD: Working in Tandem

RECLASSIFICATION OF EL'S

1. CELDT scores in Early Advanced or Advanced in listening, speaking, reading, and writing

2. Report card grades of average or above.

3. Parent opinion and consultation

4. SBAC Reading Claim Score of 2 or higher or if no SBAC score meeting the STAR reading Lexile range for their grade.

STRATEGIES AND ADOPTED MATERIALS FOR EL STUDENTS

- 1. High schools and middle schools have [SDAIE](#)for their core classes. In these classes, students are accessing the core curriculum through a variety of strategies in order to differentiate based on need.

- Teachers are encouraged to supplement as needed to meet the needs of ELs.

- Elementary sites have _designated ELD time_ . Currently the adopted curriculum is _Wonders/ Adelante TK-5 and SpringBoard 6-8_ .

- Teachers are permitted to supplement as needed to meet EL needs.

INTERVENTIONS

- 2. TUSD has implemented <u>MTSS</u>, a multi-tier system of support. Tier one is addressed using the   8 Essentials of Effective <u>Instruction</u>_____. Further needs are addressed through analysis in PLCs with <u>targeted interventions</u> based on assessment for tier 2 and more <u>intensive</u> interventions for tier 3.

WHO HAS THE PRIMARY RESPONSIBILITY FOR TEACHING ENGLISH LANGUAGE DEVELOPMENT TO YOUR STUDENTS?

✖ You Do!

✖ The classroom teacher is ultimately responsible for his/her ELs.

Safe and Civil Schools
Positive Behavior Interventions & Support (PBIS)
June 2-3, 2014
Turlock Unified School District
Agenda

Day One
(June 2, 8:00 AM – 3:00 PM, Earl Elementary School)

- Introduction to PBIS using the Safe and Civil School's Foundation Model
    - How Bully Prevention fits into the PBIS model

- Developing the team
    - Team roles and responsibilities
    - Team meeting schedule
    - Team Effectiveness

- Data Collection
    - Common Area Observation
    - Office Disciplinary Referral Data
    - (Optional) Surveys of Staff/Students/Parents

- Developing Common Area Procedures
    - Structuring Common Areas
    - Developing Procedures for Common Areas
    - Teaching Responsible Behavior in Common Ares

Day Two
(June 3, 8:00 AM – 3:00 PM, Earl Elementary School)

- Effective Supervision

- Behavior Management in the Classroom

    - Establishing routines and procedures
    - Setting Expectations for student behavior during various activity structures and transitions

- Increasing Positive Interactions
    - Ratio of Positive Interactions
        - Non-contingent Attention
        - Positive Feedback

- Recommended Site Leadership Teams (5-7 Team Members from each Site):
    - Administrator(s)
    - Counselor
    - Yard/Campus Supervisor
    - Teacher(s)
    - SPED Teacher

Professional Development Activity Roster			
Title	**Instructional Best Practices Workshop Grades 7-12**		
Dates	**Thursday, September 1, 2016 8:15-3:15pm**		
Location	**Professional Development Center on eCademy Charter campus**		
Strategic Plan Reference	**#1 We will ensure all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use assessment data in order to increase student achievement.**		
Funding	**SBA # 101675**		
#	**Name**	**Site**	**Content Area**
1	Agustin Arreola	DMS	Asst. Principal
2	Elizabeth Slatton	DMS	SDC-MM
3	Ryan Stevenson	DMS	PE
4	Sheila Gianfortone	eCademy	IS Math/Science
5	Colin Wenstrand	PHS	History/Social Studies
6	Daniel Merket	PHS	Drama & Speech
7	David Stubbs	PHS	Foreign Language
8	George Santos	PHS	History/Social Studies
9	Hali Bream	PHS	Biology w/ Ag emphasis
10	James Toste	PHS	Business
11	Joshua Galvez	PHS	Math
12	Julie Laughton	PHS	SDC-MM
13	Lance Weckerle	PHS	PE
14	Matthew Cuculich	PHS	SDC-Mod/Severe
15	Randy Fareria	PHS	Resource Specialist
16	Yohan Partan	PHS	Music
17	Atour Bejan	Roselawn	Math
18	Rachel Moran	Roselawn	Counselor
19	Chad Booth	THS	Agriculture
20	Heather McFadzean	THS	English
21	Hilary Jones	THS	Math
22	Jasmin Perez	THS	Foreign Language
23	Jeff Colwell	THS	History/Social Studies
24	Jeffrey Matthew	THS	Math
25	Kelsie Hanson	THS	English
26	Laura Lyons	THS	English
27	Margaret Masztal	THS	English
28	Pam Crowhurst	THS	CTE-Nursing & Health Occ
29	Sean Smiley	THS	SDC-Mod/Severe
30	Vincent Zipser	THS	SDC-MM
31	Elisa Zercoe	TJHS	ELA
32	Jacob Yardy	TJHS	Instrustrial Arts/Math

33	Kelsea Overstreet	TJHS	ELA
34	Rashel Davis	TJHS	ELA

Professional Development Activity Roster			
Title	**Instructional Best Practices TK-6**		
Dates	**September 13, 2016 8:15-3:15pm**		
Location	**Professional Development Center on eCademy Charter campus**		
Strategic Plan Reference	**#1 We will ensure all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use assessment data in order to increase student achievement.**		
Funding	**SBA# 102001**		
#	**Name**	**Site**	**Content Area**
1	Chelsea Alton	Brown	3rd Grade
2	Gina Habit	Brown	Resources Specialist
3	Michelle Bergendahl	Brown	5th Grade
4	Tina Cardenas	Crowell	SDC- Autism
5	Ashley Sullivan	Cunningham	6th Grade
6	Jessica Souza	Cunningham	6th Grade
7	Lauren Lockwood	Cunningham	SDC-MM
8	Maci Burke	Cunningham	2nd Grade
9	Shari Stapler	Cunningham	2nd Grade
10	Maria Ramirez	DMS	6th Grade
11	Viviana Garcia	DMS	6th Grade
12	Elizabeth Ott	Earl	6th Grade
13	Kim Martin	Earl	5th Grade
14	Meredith Polk	Earl	SDC-MM
15	Nicole Sayad	Earl	4th Grade
16	Chanelle McLaughlin	Julien	SDC- Mod-Severe
17	Laura Padilla	Osborn	2nd Grade
18	Maribel Valencia	Osborn	3rd Grade
19	Anita Eliazadeh	Wakefield	3rd Grade
20	Elsa Mota	Wakefield	1st Grade
21	Jennifer LaFollette	Wakefield	6th Grade
22	Kelli Sargent	Wakefield	SDC-Preformal Autism
23	Laura Wenstrand	Wakefield	1st Grade
24	Maribel Romero	Wakefield	1st Grade
25	Yesenia Rodriguez	Wakefield	3rd Grade

Triad Conversation

This meeting should be held before attending _____ and before your first **formal** observation by your administrator. Have your support provider take notes on the following conversation.

Date of Meeting: _____

Administrator Name: _____

Administrator Phone: _____

Please discuss the following at your meeting:

What are the district and site goals/initiatives for this academic school year? What would attainment of these goals look like in your classroom?

Considering the context of your specific teaching assignment and the students in your classroom this year, what strategies do the three of you feel would be beneficial? What instructional best practices might improve student achievement?

Have a discussion around what an observer would expect to see in your classroom that demonstrates competence in the CSTPs below.

Year 1: CSTP 1, 2, 5   **Year 2: CSTP 3, 4, 5**   **ECO: CSTP 1, 2, 3, 4, 5**

Discuss any additional goals or interests you might have as an educator. What are those goals/interests? Might they fit into your Professional Learning Plan for the year?

Turlock Unified School District Certificated Staff

Induction Intake & Credential Evaluation Form

PERSONAL INFORMATION (Please Print)**:**

Name: _____	Date of Hire: _____
Birthdate: _____	Years teaching in CA_____ **(Write "0" if this is your first year teaching.)**
Phone # _____	**Assigned** School/Site: _____
E-mail: _____	Grade and/or Subject for which you have been hired: _____
School from which you received your credential	_____

CREDENTIAL INFORMATION:

1. Check off EACH permit/credential you hold. **2.** Write the approximate date of that credential. **3.** Attach a copy of the most current credential or permit, or submit a copy as soon as possible.

☐ **Clear** Credential (MS/SS)   Single Subject:_____   Date of Credential /Date *Applied* for Credential: _____

☐ **Preliminary** Credential (MS/SS) Single Subject:_____   Date of Credential /Date *Applied* for Credential: _____

☐ SB 2042

☐ **Intern** Credential   Subject:_____ Date of Credential /Date *Applied* for Credential: _____

☐ **Short-Term Staff** Permit   Subject:_____ Date of Permit/Date *Applied* for Permit: _____

<mark>If **Intern**, what University are you currently attending?</mark>

_____

☐ **Preliminary Special Education** (Education Specialist) Credential   Date of Credential /Date *Applied* for Credential: _____

   Type: Mild-Moderate, Moderate-Severe, Other _____

☐ **Clear Special Education** (Education Specialist) Credential   Date of Credential /Date *Applied* for Credential: _____

   Type: Mild-Moderate, Moderate-Severe, Other _____

Taught out of state?   ☐ NO   ☐ YES   **If yes, city and state:** _____

Credential (describe) : _____

   ☐ General EL Authorization   ☐ CLAD   ☐ BCLAD

Other credential(s) you possess:_____ Date of Credential /Date *Applied* for Credential: _____

INDUCTION INFORMATION:

Participated in Induction prior to this year? ☐ Yes   ☐ No

I completed **one year** of Induction through (District/Site/Year): _____

Attach Transportability Document

I completed two years of Induction through (District/Site/Year): _____

I certify the above information to be accurate.

   Teacher Signature: _____   **Date:** _____

Office Use Only

Induction Eligible: ☐ Yes ☐ Year 1   ☐ Year 2   ☐ ECO   ☐ Special Education (Notify COUNTY)

   ☐ No   Reason: _____

April,13 2017

Dear New Teacher:

Welcome to the Turlock Unified School District! We are pleased to have you and certain your year will be exciting and the beginning of a rewarding career. In order to assist you with getting to know your new district and with clearing your credential, TUSD is asking you to save the following date for a Jump Start to the new year: Thursday, July 20, 2017. This is where you will receive further information on Induction, clearing your preliminary credential, and sign on to our district learning management system.

I look forward to meeting each of you and to an exhilarating year.

Sincerely,

Denise Duewell

Denise Duewell

Coordinator, Professional Development and Induction

Turlock Unified School District

(209)667-2407 office

(209)620-4155 cell

Induction Mentor
Selection Criteria

The following criteria are those that will be considered in the selection of all new and experienced Induction mentors. Of particular importance in the selection of mentors, are those skills and experiences related to assisting other teachers, promoting success, and the ability to work well with students and fellow employees.

I.   MINIMUM QUALIFICATIONS:

    A.   Possesses a valid teaching credential with at least 5 years of teaching experience or successful completion of an Induction Program.

    B.   Demonstrates exemplary teaching ability, as indicated by, among other things:
- Effective lesson and unit plan organization
- Effective communication skills
- Subject matter knowledge
- Mastery of a range of teaching strategies necessary to meet all the needs of pupils using a variety of learning modalities

II.   District Criteria

    A.   References:
       Each applicant is required to submit two references: one from teacher's current administrator and one from a colleague.

    B.   Curriculum and Instructional Skills:
- Provides collegial support to staff in the elements of effective instruction
- Models effective teaching strategies and methods that meet the needs of all students
- Maintains a classroom environment that promotes the intellectual, social, and emotional growth of all students
- Follows the State Frameworks, the State Curriculum Standards, and the District Initiatives
- Serves as a role model to students, teachers, parents, and community
- Is willing to deepen understanding of the cultural, ethnic, cognitive, linguistic, and gender needs of students and their families.
- Possesses knowledge of effective strategies for working with students with special needs, including but not limited to English learners, resource, and GATE.
- Possesses knowledge of technology use in the classroom.
- Assumes or has assumed a leadership role in in-service and/or professional development programs.

    C.   Human Relations Skills
- Possesses personal qualities such as motivation, flexibility, and patience.
- Forms positive professional relationships.
- Works with others in a trusting, collaborative, culturally respectful way.
- Is willing to engage in non-evaluative conversations about formative assessment with candidates.

    D.   Desirable, but not required
- Has received training in peer coaching and/or clinical supervision techniques.
- Participates in professional or educational organizations or activities.

**Induction Mentor
Application Form**

PERSONAL INFORMATION:

NAME: _____

HOME ADDRESS: _____

CITY and ZIP CODE: _____

HOME PHONE:_____WORK PHONE: _____

PROFESSIONAL INFORMATION: *(please add additional pages if the space is not sufficient)*

GRADE LEVEL EXPERIENCE: _____

SUBJECT AREA EXPERIENCE: _____

ADDITIONAL CREDENTIALS (e.g. CLAD, BCLAD, Special Education)-

_____
_____

TEACHING EXPERIENCE:

Dates:	District:	School:	Grade Level:	Subject Area:
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PLEASE WRITE A PARAGRAPH EXPLAINING WHAT MAKES YOU WANT TO BE A MENTOR FOR A NEW TEACHER:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

EXPERIENCE ASSISTING PRESERVICE, NEW, OR VETERAN TEACHERS:

_____
_____
_____

PLEASE LIST THE NAMES AND CONTACT INFORMATION OF THREE TEACHERS YOU HAVE ASSISTED OR MENTORED:

NAME: **CONTACT INFORMATION**

1. _____

2. _____

3. _____

Consent Statement:

"I would like to be considered for a mentor position for Turlock Unified School District. I have read the attached job description and selection criteria."

Signature: _____ **Date:** _____

INDUCTION MENTOR RECOMMENDATION FORM

APPLICANT'S NAME: _____ SCHOOL _____

> **NOTE: THIS FORM IS TO BE FILLED OUT INDIVIDUALLY AND CONFIDENTIALLY BY YOUR PROFESSIONAL REFERENCES. THESE RECOMMENDATIONS WILL BE READ BY THE DISTRICT BTSA INDUCTION REVIEW SELECTION COMMITTEE AS A PART OF THE PAPER SCREENING PROCESS. THE APPLICANT AGREES THAT THIS RECOMMENDATION WILL REMAIN CONFIDENTIAL. AFTER BOARD SELECTIONS ARE MADE, ALL PAPERS WILL BE DESTROYED.**

Please use **black** ink to provide the following information regarding the applicant's qualifications for the position of Induction Mentor. In order to ensure full disclosure, the Selection Committee requires that this be a confidential reference. Please do not share the contents of this reference with anyone, including the person seeking it.

CURRICULUM & INSTRUCTION SKILLS	Poor	Average	Good	Excellent
• Provides collegial support in effective instruction	1	2	3	4
• Models effective teaching strategies and methods to meet the needs of all students.	1	2	3	4
• Maintains a classroom environment that is conducive to learning.	1	2	3	4
• Possesses knowledge of/is following the State frameworks, including District Curriculum standards and the current State/District thrust of balanced literacy and math programs.	1	2	3	4
• Serves as a role model to students, staff, families and community	1	2	3	4

COMMENTS:

_____
_____
_____
_____
_____

HUMAN RELATIONS	Poor	Average	Good	Excellent
• Possesses personal qualities such as motivation, flexibility and patience.	1	2	3	4
• Possesses positive professional relationships.	1	2	3	4
• Works with peers in a trusting, collaborative way.	1	2	3	4

- Fosters and maintains the respect of his/her colleagues.   1   2   3   4

COMMENTS:

_____
_____
_____
_____
_____

MENTOR RECOMMENDATION FORM Page 2

DESIRABLE BACKGROUND, BUT NOT REQUIRED

	Poor	Average	Good	Excellent
• Possesses knowledge of effective strategies for working with English Learners and other special need areas	1	2	3	4
• Participates in professional or educational organizations or activities.	1	2	3	4
• Assumes or has assumed a leadership role in in-service and/or staff development programs.	1	2	3	4

COMMENTS:

_____
_____
_____
_____
_____

OVERALL RATING

	Poor	Average	Good	Excellent
• This candidate possesses the requisite skills to be A TUSD Induction mentor.	1	2	3	4

ADDITIONAL COMMENTS:

_____
_____
_____
_____

_____   _____

Printed Name and Title   Date

_____

Signature

TUSD Induction Program
New Mentor

Agenda - August 2017

1. Introductions
2. Format for Induction
3. Roles and Responsibilities
4. Collecting Evidence
5. Effective Coaching Relationships
6. Types of Reflective Conversations
   a. Continuum of Teaching Practice
   b. Practice reflective conversation
7. Mentor MOU
8. Induction.support.com
9. Assignment due date

Mentor-Only Days

(Meetings after School: 3:30-5:00)

New Mentor Training: 1. April 27, 2017   3. August 24, 2017

2. July 27, 2017   4. September 28, 2017

Mentor Support Day 1: 1. August 29, 2017

2. August 31,2017

Mentor Support Day 2: 1. October 26, 2017

2. October 2, 2017

Mentor Support Day 3: 1. January 23, 2018

2. January 25, 2018

Mentor Support Day 4: 1. March 27, 2018

2. March 29, 2018

Learning Plan Reflection/Evidence Read Days: 1. May 21, 2018 *Three hour shifts

2. May 22, 2018

3. May 23, 2018

4. May 24, 2018

Mentor Final Data Review: June 4, 2018 *Half day 8:30-11:30

WHO

✎ New teachers who hold a California Preliminary Credential

How Do I Enroll?

✎ Complete the Induction Intake/ Credential Evaluation form.

✎ Attend an Induction Orientation meeting.

✎ Learn more about the program and what it has to offer.

✎ Complete the Candidate Agreement (found on the program website)

Contact Information

TUSD INDUCTION:
OFFICE OF CURRICULUM AND INSTRUCTION

1574 E. Canal Dr., Turlock, CA 95380

MAIN OFFICE: (209) 667-2407

PROGRAM COORDINATOR:
(209) 667-2407, x2809
Denise Duewell—dduewell@turlock.k12.ca.us

HUMAN RESOURCES TECHNICIAN:
(209)667-0637
Marilyn McMurphy—
mmcmurphy@turlock.k12.ca.us

Turlock Unified School District
Learning Today...Leading Tomorrow

Turlock Unified School District Induction Program

TURLOCK UNIFIED
SCHOOL DISTRICT
Teacher Induction Program
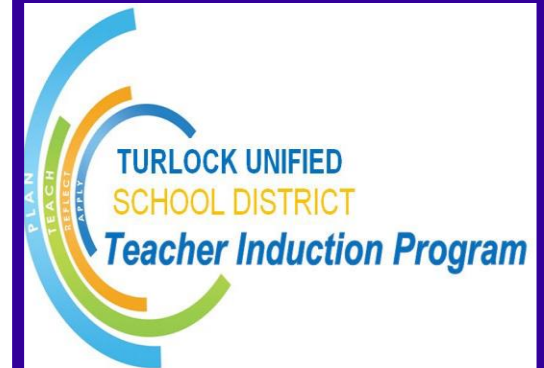
Mission and Vision

The **Mission** of the Turlock Unified School District Induction Program is to ensure intensive individualized support and assistance for each new teacher with the dual goal of increasing teacher retention and improving the success of all students. The program will promote the development of a growth mindset in new teachers by working collaboratively with a mentor through inquiry and data analysis to assist new teachers in designing differentiated lessons to accommodate the cultural, linguistic, socio-economic and academic diversity of their student population.

The **Vision** of the Turlock Unified School District Induction Program is for every student to have a highly qualified teacher who is dedicated to life-long learning and committed to growing professionally, implementing strategically, reflecting continually, collaborating respectfully, and differentiating accordingly while providing a safe, inclusive, fair and equitable learning environment that will promote citizenship and successfully prepare them for college and career.
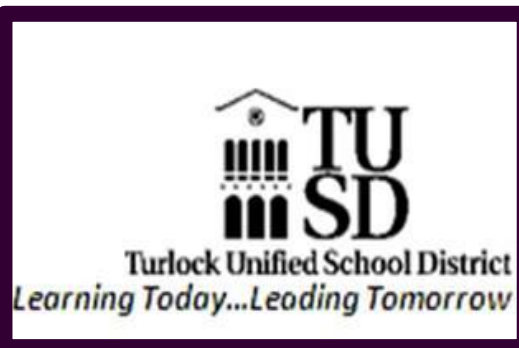
Induction

Why?

Clear Credential:

Earn a Clear Credential for your Multiple Subject and/or Single Subject General Education Preliminary Credential. The state of California requires that all preliminary credential holders clear their credentials through induction.

Program Cost

Earn your Clear Credential at NO cost to you!

Induction Requirements

Mentor:

You will work with an experienced TUSD mentor teacher /Instructional Coach:

✏ District Instructional Coach/or Mentor

✏ On-going support and resources

✏ Monthly observations

Induction Requirements, Con't

Attendance:

Required to earn Clear Credential!

✏ Orientation

✏ Monthly meetings

✏ Weekly communication & meetings with mentor

✏ Determine two year **I**ndividualized **L**earning **Pl**an (Your goals for the two-year program)

Individualized Learning Plan

✏ Context for Teaching

✏ Observations

You determine what you want to research!

✏ Action Research

✏ Evidence and Reflection

Exit Interview:

✏ Meet with members of the Induction Advisory Council to answer interview questions and to share evidence of meeting your ILP goal.

Orientation

✏ **Meet your Mentor**

✏ **Register with our current learning management system.**

✏ **Make connections with other new teachers in our district.**

✏ **Discover the requirements for earning your CLEAR CREDENTIAL**

✏ **Determine whether or not you are qualified for the Early Completion Option (ECO):**

✏ Two years as teacher of record.

✏ Three rigorous positive evaluations

✏ Letter of recommendation from current Administrator

✏ Personal statement as to why you should be considered for ECO.

Professional Development Activity Roster			
Title	**Coaching Network**		
Dates	**Sept 9, Oct 14, Dec 15, 2015 Jan 27, March 9, April 13, 2016 4-6:30pm**		
Location	**SCOE**		
Strategic Plan Reference	**#1 We will ensure all staff have the curriculum, professional development, and support necessary to differentiate instruction, actively engage students, and effectively use assessment data in order to increase student achievement.**		
Funding	**Title I**		
#	**Name**	**Site**	**Content Area**
1	Megan Bernard	Brown	Instructional Coach
2	Karen Dubel	Crowell	Instructional Coach
3	Evelyn Webb	Cunningham	Instructional Coach
4	Janine Arakelian	Earl	Instructional Coach
5	Jean Wiersema	Julien	Instructional Coach
6	TBD	Medeioros	Instructional Coach
7	Cecilia Cisneros	Osborn TWI Academy	Instructional Coach
8	Kim Cabral	Wakefield	Instructional Coach
9	Danielle Azevedo	Walnut	Instructional Coach
10	Angela Quinteros	TJHS	Instructional Coach
11	Susan Castro	PHS	Instructional Coach
12	Patricia Navarrete	THS	Instructional Coach
13	Scott Johnson	PDELP	Math Instructional Coach
14	Jennifer Bass	PDELP	Math Instructional Coach
15	Marshall Beyer	Technology	Tech Instructional Coach
16	Oscar Zagazeta	TBD	Instructional Coach
17	Angela DeTomasi	TBD	Instructional Coach

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